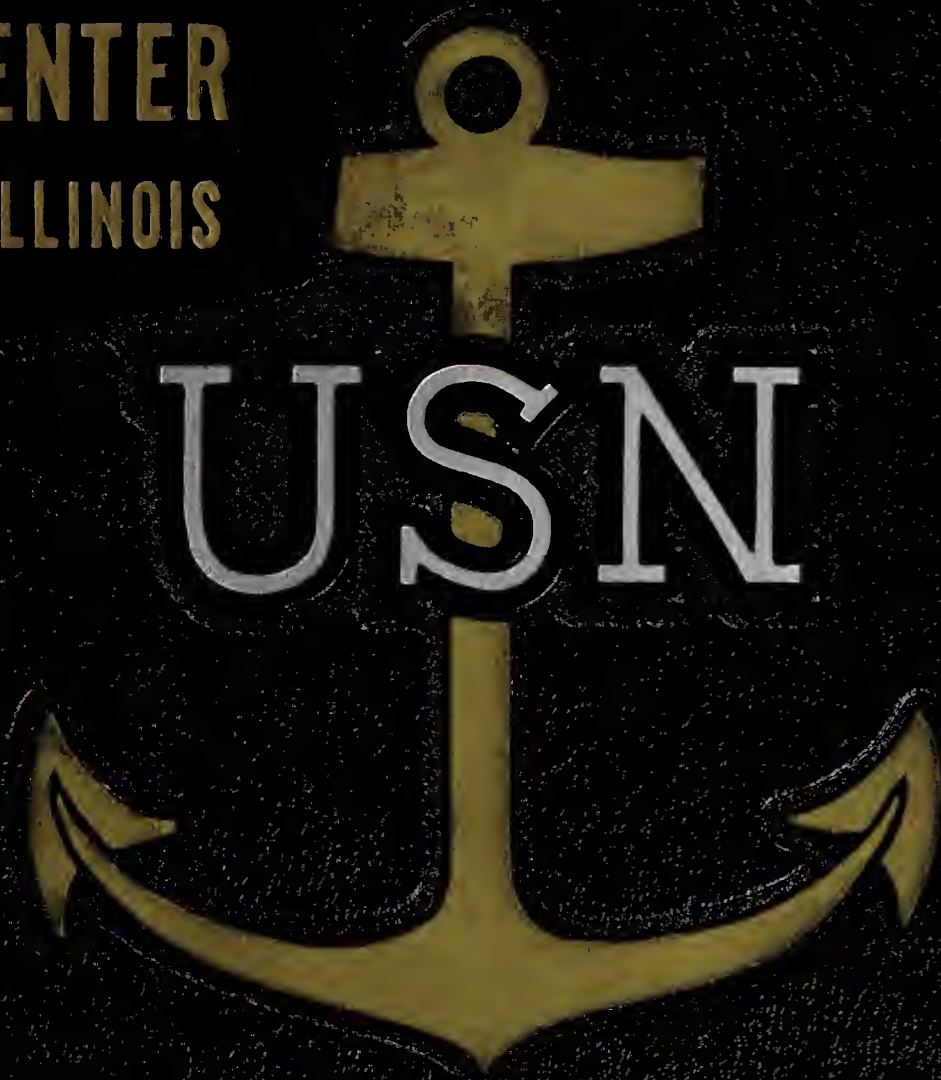


Keel

UNITED STATES NAVAL
TRAINING CENTER
GREAT LAKES, ILLINOIS



COMPANY 535

RECRUIT TRAINING COMMAND
1955



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GRADUATION

Every Saturday morning from late Spring to early Fall, friends and relatives of recruits fill the stands of Ross Field to witness a formal graduation review of those recruits completing training. Included in the review are demonstrations of difficult and precise marching maneuvers performed by members of the recruit Drill Team and the recruit Drum and Bugle Corps.

Outstanding recruits are presented with awards in an impressive ceremony centered in front of the brigade, before a backdrop of massed competitive flags.

The review is concluded as the graduating companies march in review before a high ranking officer or distinguished civilian, to the strains of "Anchors Aweigh" played by the Recruit Band.





THE KEEL

*The Story of initial training
in the United States Navy*

UNITED STATES NAVAL TRAINING CENTER

GREAT  LAKES
ILLINOIS

INTRODUCTION

A KEEL, as defined in *Bluejackets Manual*, is "the backbone of a ship." In the Navy of today, as in the past, the enlisted man and his shipmates form the backbone of the NAVY. Recruit Training Command assumes the responsibility of transforming the young men of America into the earnest and dedicated sailors needed to man the fleets of the UNITED STATES NAVY.

This book is a pictorial representation of the training received by every recruit as he is indoctrinated in the duties and responsibilities he must take up in the billet of a man-o'-warsman, and so it is called *THE KEEL*.

In future years, THE KEEL should prove a pleasant reminder of one of the most formative and important periods in a man's life whether he is a career Navy man or a civilian reminiscing over his "hitch" in the naval service.

The weeks and months served in Recruit Training Command are not easy, but, of necessity, are rigorous and demanding. This training is diligently planned and administered in order to develop the strength of character, loyalty, and patriotism in every trainee so as to prepare him to defend his country, its ideals and people, against any foreign aggressor.

ALBERT LOVE ENTERPRISES

ATLANTA,



GEORGIA

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THE KEEL





The Role of The United States

The Navy and Sea Power

Early in the seventeenth century Sir Walter Raleigh observed that "Whosoever commands the sea, commands the trade; whosoever commands the trade of the world, commands the riches of the world and, consequently, the world itself."

That principle is as true today as it was centuries ago. Nothing of major import has occurred, not even the advent of the modern aircraft, to lessen the importance of sea power and sea trade to our national defense and prosperity.

The day has not been reached, nor ever will be reached, when control of the seas of the world can be exercised solely by shore-based aviation, guided missiles, and the atom bomb. Control of the sea can be exercised effectively only by forces which travel the sea and can remain at sea for long periods of time.

Sea forces and sea-based air forces—in other words, *sea power*—furnishes the only effective control of the sea. Sea power has a mobility which land power can never have. Whatever the weapons used, aircraft carriers (highly mobile air fields) can be moved at high speed to the most favorable points for attack on enemy targets. Whatever the weapons used, large ground forces can be transported rapidly by naval means to selected coastal points and landed against opposition. The mere threat of such attacks at unpredictable points would immobilize large enemy forces held in reserve to meet them, thus forcing the enemy to effect a wide dispersion. Dominant sea power, therefore, in the hands of the United States and its Allies, would deny to an enemy the ability to attack us from the sea while conferring on us the ability to launch a seaborne attack at any selected point or time.

The continued vital importance of sea power is clearly evident. When the oceans of the world are no longer required for the transport of men and goods, then and only then can the United States afford to dispense with a Navy.

The Navy's Offensive Power

Fulfilling an historic role the United States Navy today, as in the past, maintains a vigilant guard over the freedom of the seas. Naval power, as exhibited throughout the struggles of World War II and as used in the United Nations' efforts in the Far East, is an indispensable part of modern defense upon which the security of our country ultimately rests. On the sea, under the sea, in the air above the sea, and in land operations where naval forces including the Marine Corps are committed, the Navy stands ready to meet any aggressive challenge whenever and wherever offered.

Navy in National Defense

The modern fleet includes many task forces built around the present capital ship-of-the-line, the aircraft carrier. Fast carrier task forces composed of carriers, battleships, cruisers, destroyers and other combatant vessels, are the principal elements of today's offensive naval strength and, as such, comprise the Navy's main striking force. The Navy is no longer shackled by the historic barriers of the shoreline, nor by the range of its shipborne guns; but can strike blows deep in enemy territory, and can deliver at the target the atom bomb, when and if needed. Fast carrier task forces are able, without resorting to diplomatic channels, to establish offshore anywhere in the world airfields completely equipped with machine shops, ammunition dumps, tank farms, warehouses, together with quarters and all types of accommodations for operating personnel. Such task forces are virtually as complete as any air base ever established ashore. They constitute the only air bases which can be made available at the enemy's frontier without assault and conquest.

Amphibious Assault and Naval Bombardment

Whenever and wherever assault and conquest is deemed necessary, the accomplishment of an amphibious assault until a stable beachhead has been established is solely the responsibility of the Navy. The amphibious task forces are composed of all types of ships, naval aircraft, under-water demolition teams, reconnaissance facilities, and the specialized troops—the Marine Corps. Before, during, and after an initial assault naval guns and rockets launchers, in close coordination with naval aircraft, are able to devastatingly bombard enemy troops and installations, and lend close strategical and tactical support to our own ground forces in their advance to a desired objective.

Submarine and Anti-Submarine Warfare

The Navy's submarine forces, with a history of outstanding performance in World War II, are ready to assume again their vital tasks of offense or defense in any mission assigned. And, as a defensive measure, the Navy's "Hunter-Killer" task units, composed of escort carriers, blimps, and destroyers equipped with newly developed electronic devices, are training together as a team to track down and destroy any undersea craft of an aggressor nation.

Logistical Supply

In addition to its function of denying the use of the sea to an enemy, the Navy now has the responsibility of lifting cargo by sea for the supply of all the armed services abroad. This problem seems to become more enormous and complex with

(Continued on next page)





each war. The Far Eastern operations are no exception as shown by the fact that the cargo discharged in that area has averaged more than sixty pounds per man per day. This is well above the World War II average of forty-four pounds per man per day in any theatre of operation. The tremendous and ever-increasing task of logistical supply to overseas bases will always remain a naval responsibility.

Superior Naval Strength

Through all its varied components, the United States Navy exercises control of the seas and the coastal areas bounding them. All units of the fleet display unrivaled flexibility and mobility and, together, comprise a vast fighting potential—inimical to the interests of aggressive-minded nations—and a powerful safeguard of freedom.

In measuring our own capabilities against a potential enemy, due appreciation must be taken of the factors of relative strength and weakness. We may, for example, find ourselves comparatively weak in manpower. We know happily that we are superior in naval strength, which includes the strength of naval aviation.

It is axiomatic that in preparing for any contest, it is wisest to exploit—not neglect—the elements in which we have superior strength. We must lead from strength—not from weakness. We should “Accentuate The Positive.”

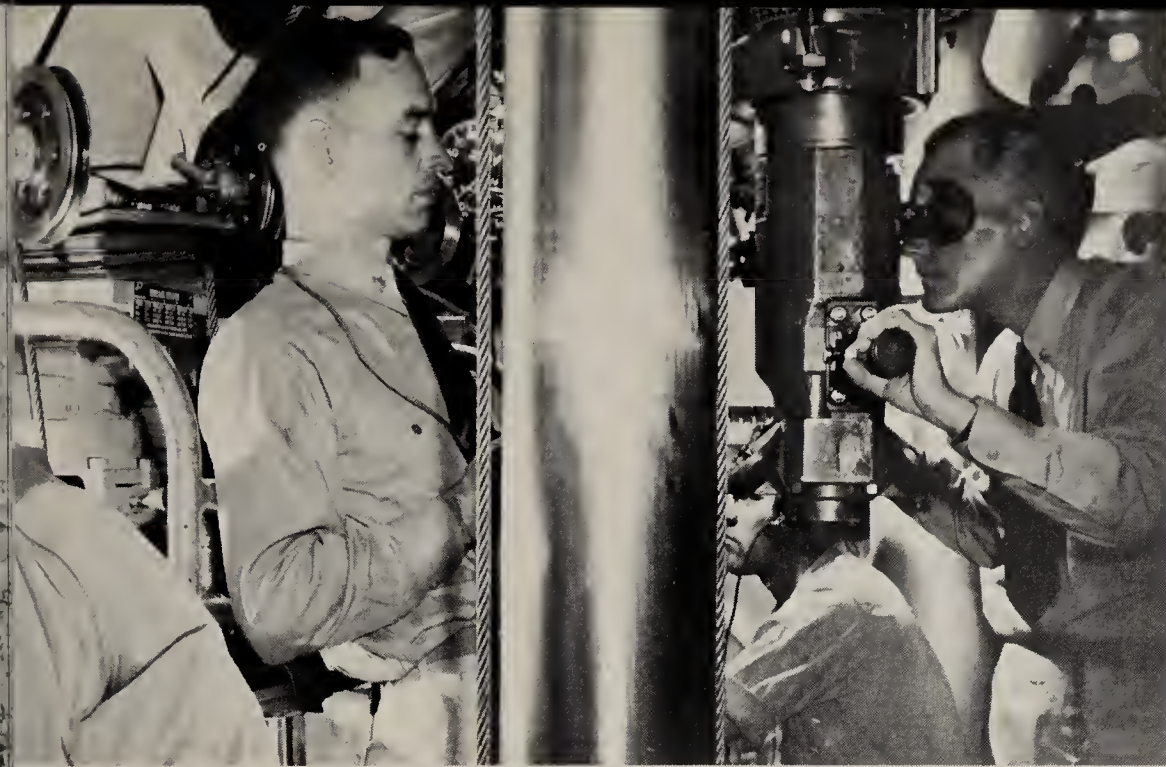
Thus it is that a policy which provides for balanced development and coordinated use of strong naval forces must be fostered if we are, within the foreseeable future, to meet the challenge of arms of the forces which seem to oppose us.

Trained Naval Personnel

The Navy’s fighting ships and aircraft represent the results of America’s most advanced scientific research and development. They are precision products of American ingenuity and industry. But scientific research, improved equipment, and new naval construction alone will not insure that the Navy can maintain its present world leadership. The need for highly trained and qualified personnel to man the ships and aircraft is now greater than ever.

To meet this need, the Navy is constantly revising and improving its many and varied training programs and facilities in order to keep pace with modern educational and technical





advancements, and thus provide the highly trained and qualified personnel required to maintain and operate "The greatest Navy the world has ever known."

The New Concept of Recruit Training

The recruit of today differs somewhat from his World War II counterpart. Today most of the men in recruit training are under twenty years of age. These men are young and impressionable; many of them are entering the Navy with definite intent to make the Navy their career. It is of importance to the Navy that these men get the best possible start in their new venture. The transition from civilian to military life must be smooth; indoctrination in the customs, traditions, and regulations of the service must be thorough; basic Navy knowledges and skills must be developed; pride in and love for the Navy must be carefully cultivated. Especially in time of peace must there be an increase in the emphasis placed on the mental, moral and social development of the individual. He must be led to a desire for self-improvement and advancement; a realization of his status in and importance to the Navy—a sense of belonging; and understanding of his place in a democracy

as a sailor and a citizen—a fuller appreciation of the American way of life; the adoption, for himself, of high standards of responsibility, military performance and conduct.

The Navy's stake in this enterprise is tremendous. From these men will come the petty officers, the warrant officers, and some of the officers of the Navy of the future. That Navy can be no better than its men. The goals set forth above are stated in terms of ideals, hence can never be fully realized. But it is in recruit training that progress toward these goals must begin. And continued progress, wherever these men may be throughout the Navy, will ultimately produce the strong, effective manpower required for the most powerful Navy in the world.

The information contained in this editorial, and in all other written presentations, features and captions appearing in this publication, was obtained from official United States Navy sources.

The pictures illustrating this editorial are official United States Navy photographs.





HISTORY

Great Lakes is the Midwest's largest Naval installation. A veteran of two world wars and the Korean conflict, Great Lakes has served primarily as a recruit training establishment—bridging the gap from civilian to military life—by introducing recruits to Naval customs and discipline, and preparing them through intensive training for the requirements of Naval service.

During World War II, approximately 1,000,000 Bluejackets were trained at Great Lakes—about one out of every three in the wartime fleet, and twice the number trained at any other installation.

In addition to its primary function of training recruits, Great Lakes provides advanced training in various technical schools for the numerous specialists required in today's modern and complex Navy. In these schools, men of the fleet learn to be electronic technicians, machinists, gunners, enginemen, electricians, dental technicians, boilermen, and hospitalmen, to name a few of the specialties. The Dental Technician School is one of the few Armed Forces schools offering instruction to Army and Air Force personnel as well as Navy. The Hospital Corps School, which can accommodate 1600 students, is a part of the U. S. Naval Hospital at Great Lakes.

The Naval Hospital is one of the Navy's major hospitals for treatment and care of ill and injured personnel. At the height of the Korean fighting, more than 700 battle casualties were under treatment here.

The establishment of two large Naval supply activities here in recent years has increased Great Lakes' importance as a Naval supply center. Numerous Naval activities





throughout the Midwest, as well as ships of the fleet, obtain equipment through the enlarged Naval Supply Depot. In addition, a large Electronic Supply Office at Great Lakes controls the procurement and distribution of repair parts required for the maintenance of electronic equipment at shore stations and in Navy ships.

Great Lakes also is the headquarters of the Ninth Naval District—the largest Naval district in the nation, encompassing 13 midwestern states. The Commandant of the Ninth Naval District directs the hundreds of Naval activities in this land-locked area. Included among these activities is administration of the large Naval Reserve program in the Midwest, where civilians who are Naval Reservists receive practical instruction in weekly drills at 72 training centers. They also participate in annual cruises aboard ships of the Great Lakes training squadron.

Other activities at Great Lakes have all-Navy functions. These include: (1) the Naval Examining Center, which prepares and processes rating examinations for the entire Navy; (2) Fleet Home Town News Center, which receives news stories and photographs of Naval personnel from all parts of the world and distributes them to hometown newspapers; and (3) Navy Medical Research Unit No. 4, which conducts research into the cause, cure, and control of respiratory diseases.

Waves have been stationed at Great Lakes since the Navy volunteer women's organization was established in 1942. A Wave recruit training school was located here from 1948 to 1951. In addition to filling essential jobs

at Great Lakes, Waves also attend some of the specialty schools here.

Great Lakes' history dates back to 1904, when a board appointed by the President selected the site of the Naval Training Center from among 37 locations on the Great Lakes. The Merchants' Club of Chicago raised the funds to purchase the property, and the land was presented to the Government as a gift from the people of Chicago.

On July 1, 1911—six years to the day after construction began—Great Lakes was commissioned. It consisted of 39 buildings, with a capacity of 1,500 men. During World War I, the training center was expanded to 775 buildings with a capacity of almost 50,000 trainees. More than 125,000 men received their first Navy training here during World War I.

Great Lakes' population dropped sharply during the years between wars, but population and construction began a rapid increase after President Roosevelt proclaimed a national emergency on September 9, 1939. Pearl Harbor threw the expansion program into high gear, with 13,000 civilians working in shifts, seven days a week, to build additional barracks, mess halls, and training facilities. A total of 675 buildings had been erected by the end of 1942, and in 1944 the population reached a peak of more than 100,000.

At the end of World War II, Great Lakes consisted of approximately 1,000 buildings. Since then, these facilities have been utilized in the continued training of recruits and in Great Lakes' expansion as an important advanced school center for the Navy.





**REAR ADMIRAL E. P. FORRESTEL,
U. S. NAVY**
Commandant,
Ninth Naval District

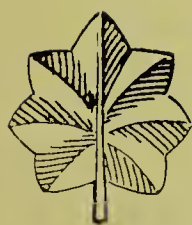


**CAPTAIN J. B. McLEAN,
U. S. NAVY**
Commander,
Naval Training Center





CAPTAIN CHARLES B. JACKSON, JR.,
U. S. NAVY
 Commanding Officer,
 Recruit Training Command



COMMANDER R. E. CUTTS,
U. S. NAVY
 Executive Officer,
 Recruit Training Command





VIEWS





IN PROCESSING

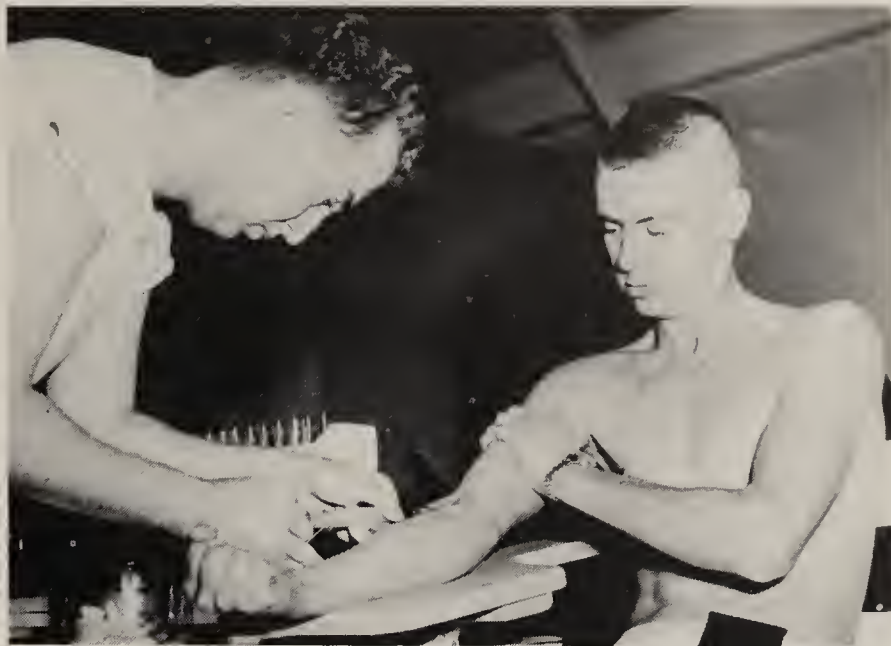




The transition from civilian to Naval life begins in the Receiving Unit where the new recruit is first introduced to the procedures of processing in. It is here that the recruit is given thorough medical and dental examinations, the Navy's General Classification Test Battery is administered and a complete outfit of Navy uniforms and clothing is issued to him. These first few days of processing in are no doubt a little confusing to the new recruit, but in a short time he begins to adjust to his new surroundings and feel more at home.

After the initial logging in procedures, the first and one of the most important steps of the processing begins with the administering of the Navy's General Classification Test Battery. It is through the results of these tests combined later with an interview by a trained classification interviewer, that the Navy is able to select the appropriate career pattern for each man entering the service. Designations for special schooling after completion of recruit training are made at this time.

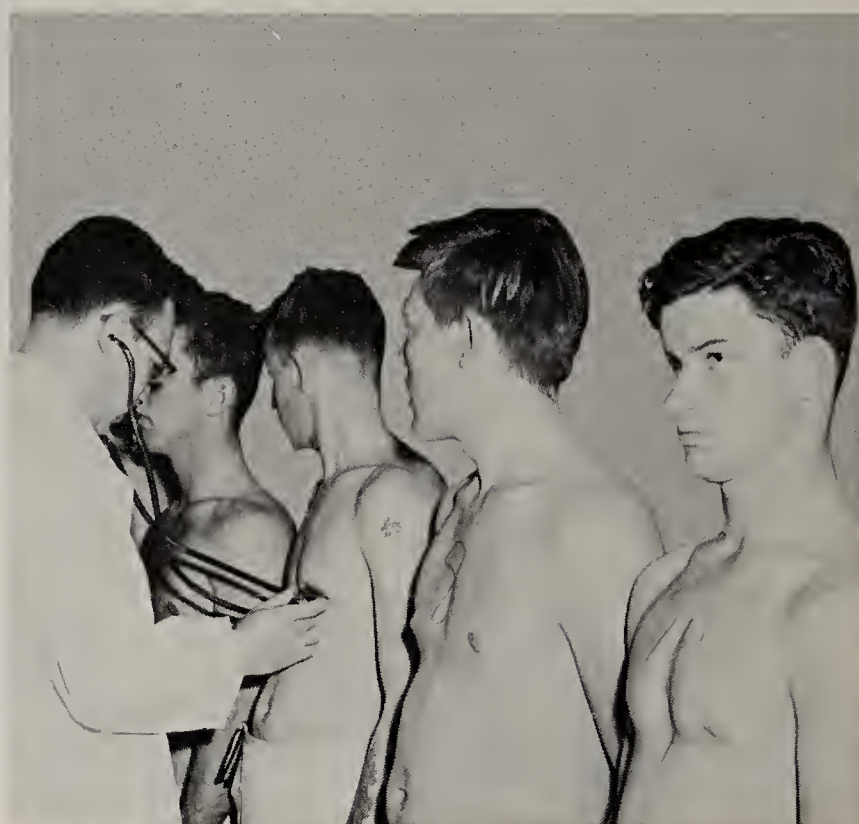
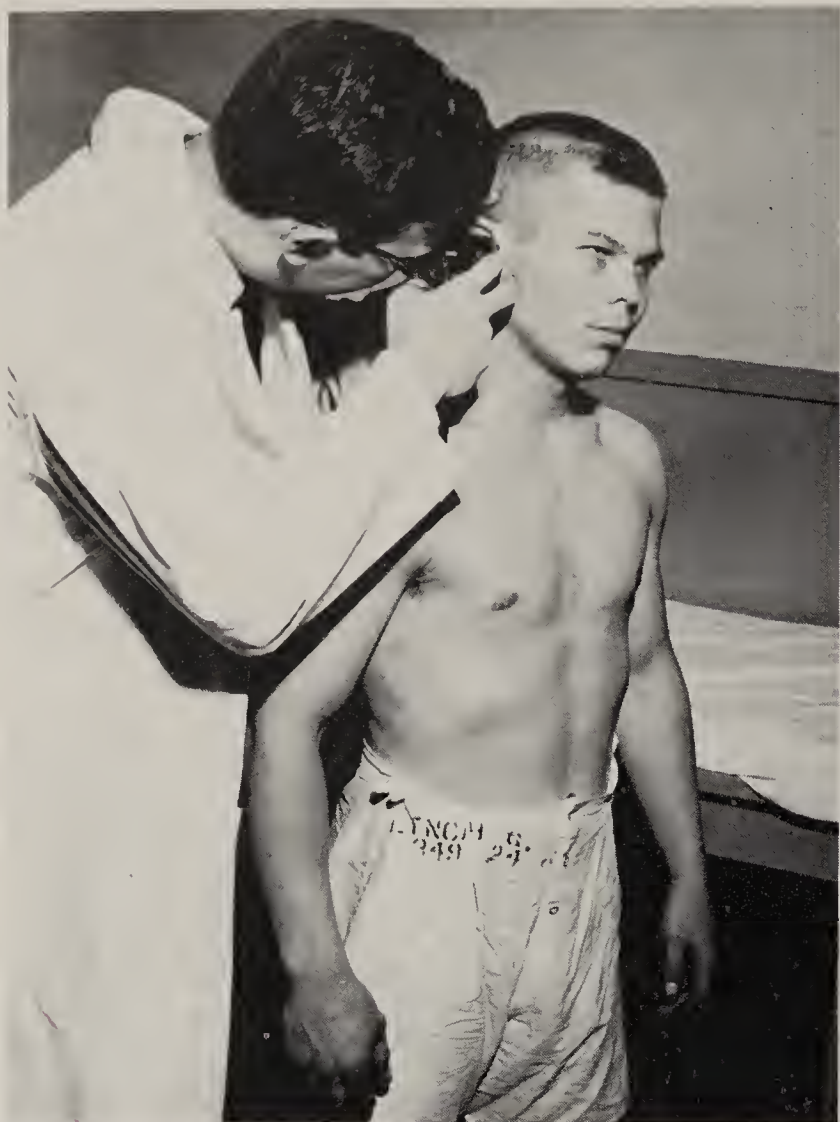




IN PROCESSING



IN PROCESSING



At the completion of his processing in period, the recruit is getting the feel of his new Navy uniforms, having shipped his civilian clothing home, and is now ready to move, with his company, to the main training area. The company

Continued



commander, a carefully selected and thoroughly experienced, career Navy Petty officer, takes charge of the company at this point to begin his job of molding, guiding and leading his company through basic recruit training.





Indoctrination represents an essential span in bridging the gap for recruits from civil to military life. The planks so necessary in the construction of a true man-o-warsman, the reverence for naval customs and traditions, the obedience to naval discipline and the irreplaceable esprit-de-corps are carefully laid in this process of indoctrination. In addition, the equally essential seed of personal pride is planted in order to promote within the individual recruit high standards of responsibility, conduct, manners and morals. Indoctrination is successful when, along with what has been mentioned before, it instills within the recruit an understanding of the importance of teamwork in joint tasks and the responsibility of the individual toward his shipmates and ship.

Success within the Navy is measured in terms of advancement. Included in the objectives of indoctrination then is the development of a desire for self-improvement and advancement.





INDOCTRINATION



INDOCTR

Indoctrination is more a mental than a physical process and so the U. S. Navy goes one step further in ensuring that its sailors are the best prepared, mentally as well as physically. It strives to impress upon the recruit the fact that as a member of the military, he is now a sailor-citizen. With this in mind an attempt is made to inculcate an understanding and appreciation of the fundamental workings of democracy, the Navy's place in our democracy, and the American way of life.



INATION

Admiral Carney, Chief of Naval Operations has said, "... the ultimate objective of the Navy is to prepare its forces for combat and by the same token, prepare officers to lead those forces in combat and prepare the troops—bluejackets—to do a resolute, disciplined, and successful job under the stress of combat." With regard to the bluejacket, the achieving of these objectives begins with indoctrination in the recruit training command.







ORDNANCE & GUNNERY





ORDNANCE & GUNNERY



Among the many varied operations expected of a ship at sea, perhaps the primary function of its existence is to be able to protect its country by virtue of possessing superior firepower. But having the guns is only half of the job . . . the other half involves providing highly trained men to operate the weapons.

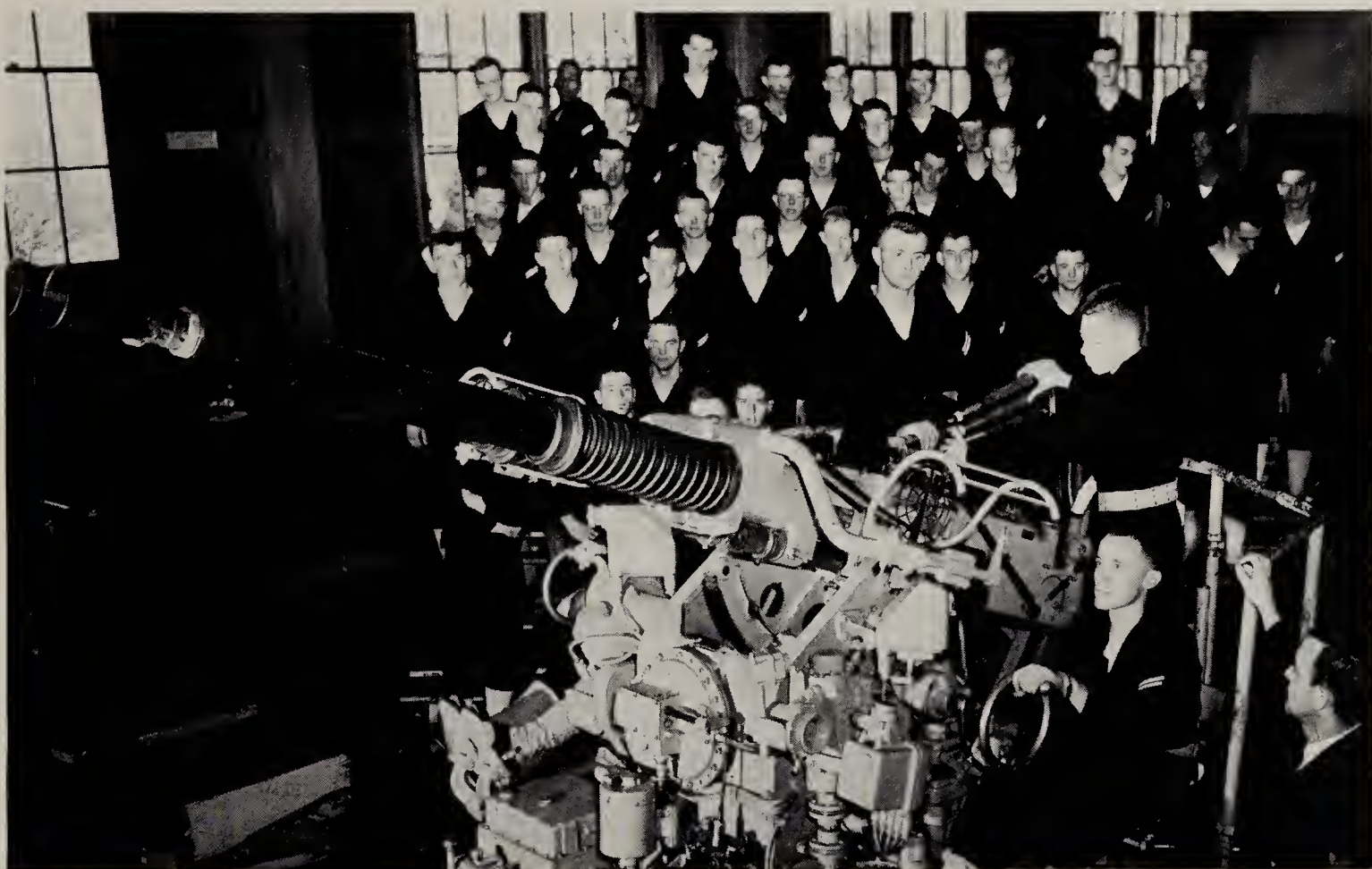
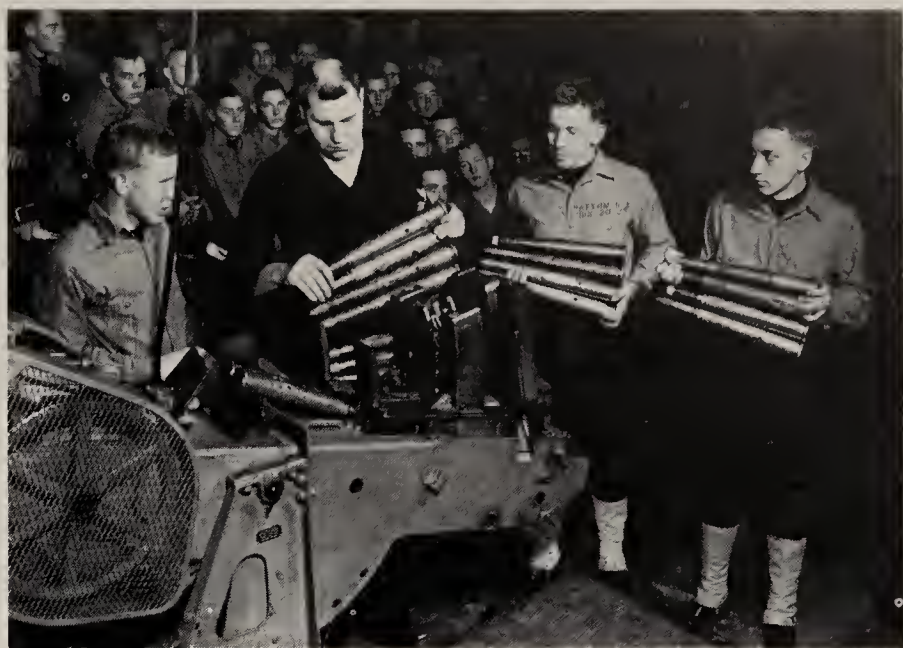
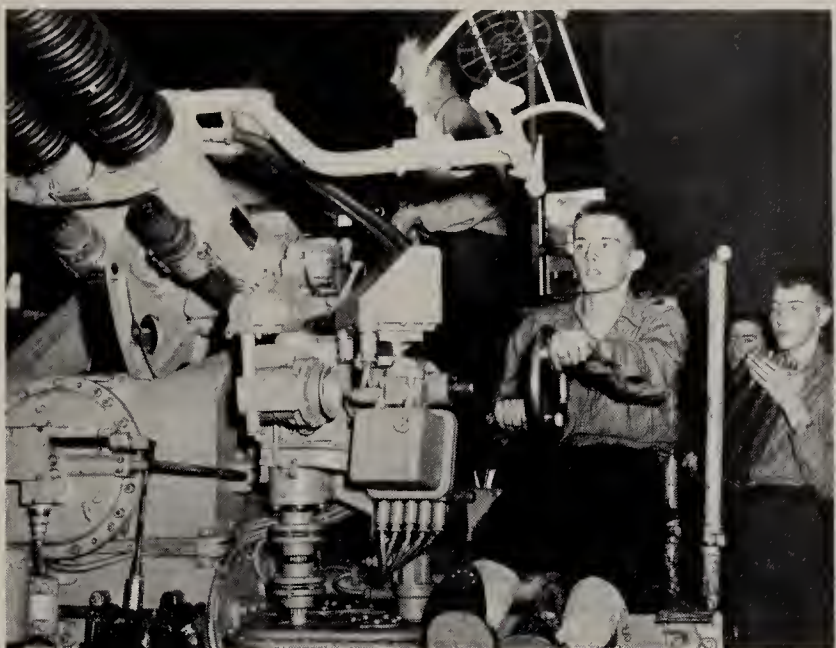
The Ordnance and Gunnery Division presents to the recruit a series of classes which attempt to introduce the general types of ordnance equipment utilized in the Navy.

The recruit spends most of his time with his rifle. After becoming familiar with the feel and weight of it, he is instructed in the principles of operation. He learns to hold it, aim it, and fire it most effectively. He is introduced to the various small arms he will most likely encounter during his service years, i.e., the Garand M-1, the Browning Automatic Rifle, and the Thompson Sub-Machine Gun.

His instruction also includes a series of lectures and demonstrations designed to familiarize him with the various types of ammunition and how to identify one type from another. Along this same line he is provided with some practical experience in the loading and firing operation of the 40MM and the 5"/38 guns. Although the ammunition used is of the dummy type, being completely harmless, still speed, thoroughness, and safety factors are stressed as if the crew were performing under battle conditions.

When the recruit leaves the Command and reports aboard his first ship for duty he is assigned to a battle station, and more than likely that involves one of the gun crew billets. Through shipboard practice at drills he becomes increasingly proficient at his job, but without the preliminary training he received while a recruit, the period of learning this job would be increased and the efficiency of shipboard operation impaired.

In keeping with the highest scholastic standards of the Navy, the recruit has been exposed to a course of study in which the most modern teaching techniques and training aids were employed. He has seen movies, charts and slides. He has seen the actual guns and ammunition and he has had the opportunity to apply this knowledge in the actual loading and firing drills. He has gained the confidence and pride that accompanies mastery of a particular task and we too share in his pride. We're proud to see the recruit learning to do a job well, taking his place in the ranks as one of our MEN OF THE NAVY.





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SEAMANSHIP

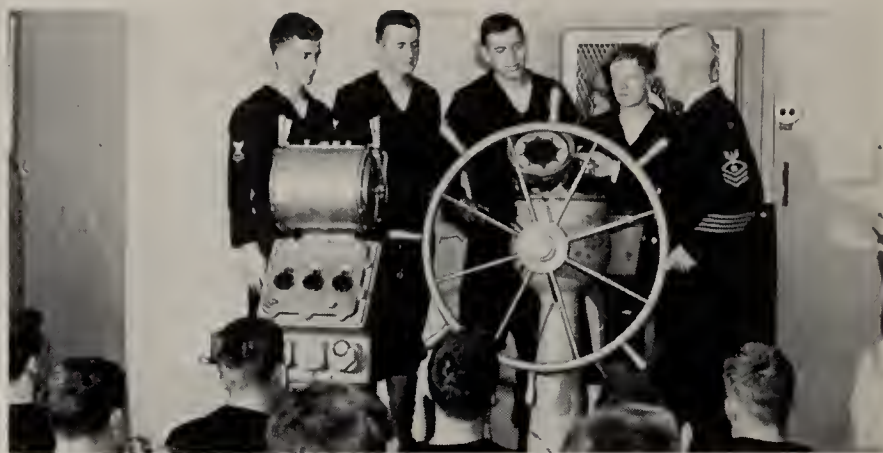


SEAMANSHIP

To men who will "go down to the sea in ships" a knowledge of basic seamanship is fundamental. Although some seamanship skills can be mastered only from long experience at sea, the foundations upon which these skills are based form an important part of recruit training. Emphasis here is placed upon teaching the recruit the language of the sea and the names and uses of the tools of his new trade.

Among the subjects taught to the recruit are marlinspike seamanship and knot tying, steering and sounding, anchoring and mooring, and the recognition of various types of ships, their characteristics and structures. He learns the principles of ship-board organization and something of the role he will later play as a member of his ship's company. He receives practical instruction in the use of the sound-powered telephones by means of which personnel stationed in various parts of his ship may communicate with each other.

By the time he completes recruit training the recruit will have learned many of the fundamentals of seamanship which will stand him in good stead on board ship.









DAMAGE CONTROL



DAMAGE CONTROL

The purpose of the program of instruction at the Damage Control Training Unit is to teach the recruit the basic principles of shipboard damage control. The teaching of these basic principles is divided into two main topics. (1) How to fight fire. (2) How to defend effectively against Atomic, Biological, and Chemical Warfare.

The program is set up in such a way as to accomplish the following specific objectives: (1) Remove unwarranted fear of fire. (2) Develop a feeling of confidence within each recruit, in his ability to conquer fire. (3) Provide actual experience in the basic procedures of fighting shipboard-type fires. (4) Acquaint each recruit with the individual protective measures to be taken in the event of an Atomic, Biological, or Chemical Warfare attack.

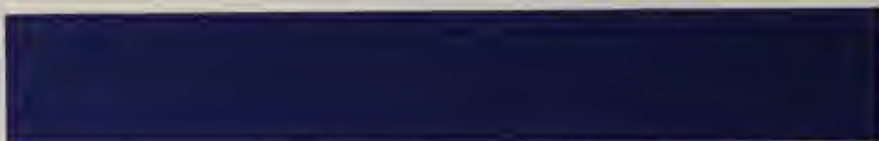
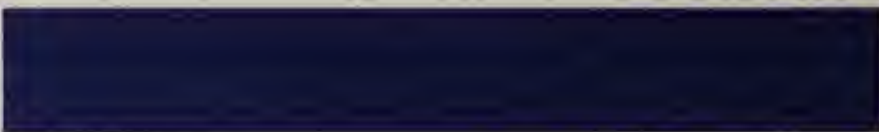
Prior to his day of fire-fighting on the field at the Damage Control Training Unit, each recruit receives four periods of classroom instruction. During these four periods the recruit is taught to understand fire, what it is, and what components are necessary to cause it. He is taught that the right combination of fuel, air, and heat will cause fire. He is shown the different pieces of equipment that the Navy uses to fight fire and is taught, on the blackboard and the movie screen, how to use this equipment himself.

The next part of the recruit's training in shipboard damage control is his full day (eight periods) of actually fighting "live" fires on the field at the Damage Control Training Unit. Here, with his fellow recruits, he has the opportunity to get on the hose, and actually take the nozzle in his own hands. He is taught how to approach the fire properly, to stay down low where the maximum amount of air is. He is taught how to use effectively on each fire, the Navy's two different types of water-fog patterns. He is taught how to smother out a hot gasoline fire with a blanket of millions of tiny air bubbles, called "mechanical foam." He is taught how to operate and care for the "Handy Billy" emergency water pump, and how to don, wear, and care for the Oxygen Breathing Apparatus, which permits man to go into spaces where there is no air. All this, along with "beans and hot dogs" for noon chow, is packed into a big day on the fire-fighting field.

In addition, the recruit receives six periods of classroom instruction on Atomic, Biological, and Chemical Warfare defense. In these classes he becomes one of the "informed" who really knows exactly what he is up against in the event of one of these types of attack. He does not have to rely upon rumors any longer. He is taught how to don, wear, and care for the Navy Mark IV Gas Mask, what type of cover to take in the event of an atomic attack, and how to avoid becoming the victim of an attack using biological agents in food or water. He is taught what to expect, and how to protect himself, as well as his shipmates, from the many different types of danger that may result from an Atomic, Biological, or Chemical Warfare attack.









PHYSICAL TRAINING





The mission of the Physical Training division is to develop strength, ability, and endurance in recruits through mass exercises, the obstacle course, and combative sports. It is also the responsibility of the Physical Training division to instill the ideals of fair play and sportsmanship in recruits by means of their participation in various competitive sports.

Swimming and Sea Survival is another highly important phase of the recruit's physical training. The young men being indoctrinated as sailors in our Navy must be accomplished swimmers and equipped in the methods of sea survival in order to ensure that they are afforded the maximum protection against the potential perils of the sea. Special emphasis is placed on fundamental swimming strokes, abandon ship and rescue drills, flotation drills, life jackets and inflated trousers, shirts, and jumpers.

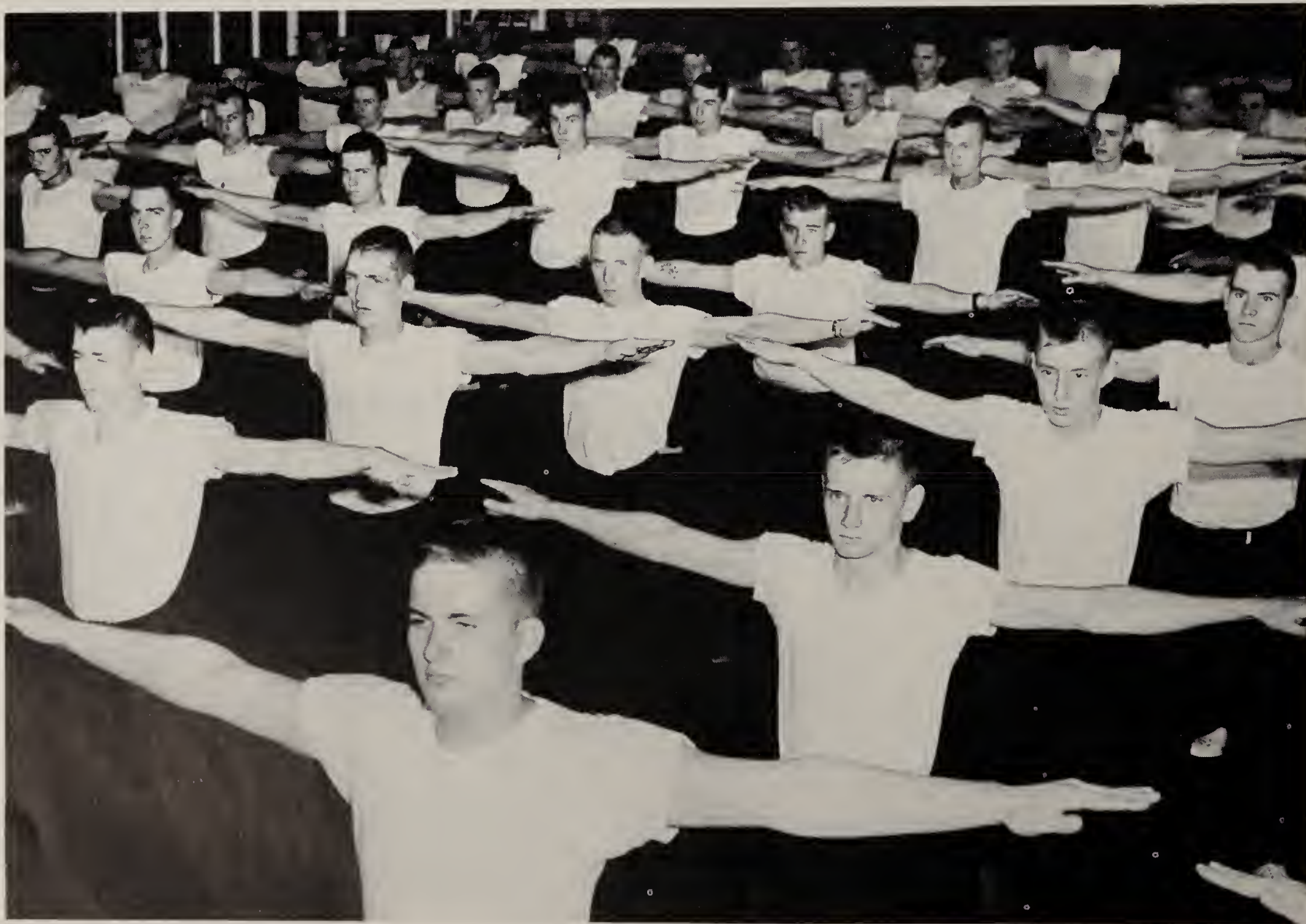
By means of careful instruction by competent instructors and serious attention and practice on the recruits' part, these men may leave Recruit Training Command with the confidence that they are prepared in the swimming skills and associated sea survival techniques.





PHYSICAL TRAINING







MILITARY DRILL





MILITARY DRILL

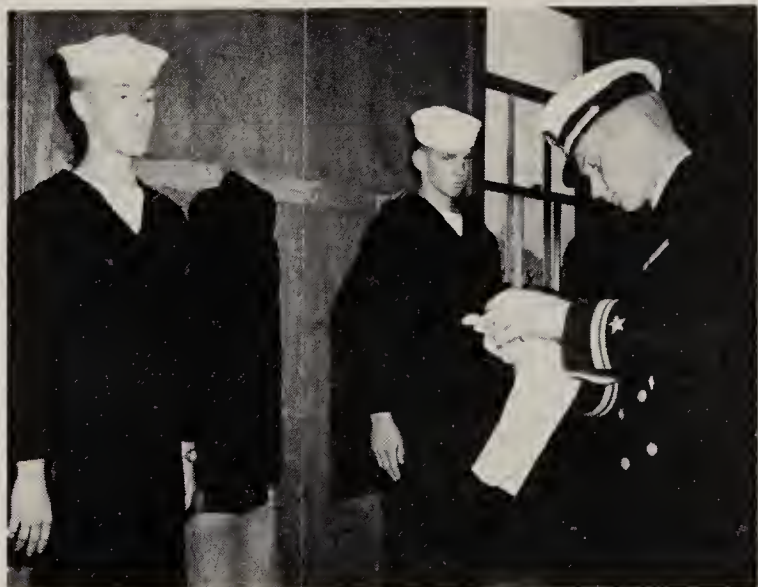
Military drill equals marching drills, physical drills, semaphore drills as a group, and the individual's own development in mind, body, and self-discipline. These are all combined into this important phase of a recruit's training.

The object is to develop the habits of instantaneous response to commands and the feeling of working together as a "team."

To the recruit, the "team" spirit and instantaneous response to orders is directed toward the company's efforts to win one of the drill flags awarded to outstanding companies in military drill. When the recruit leaves boot camp to join the fleet he carries with him the habits of quick response to orders, and the coordination of individuals toward team effort. He soon realizes that these habits he has retained from boot camp are a few of the things that help maintain our Nation's standing as a naval power.

The knowledge of the individual coordinated into a team, and that team's instantaneous response to an order given by one in authority is the formula for the operation of the Navy in times of peace and war.









SHIP'S WORK TRAINING





SHIP'S WORK TRAINING

Afloat or ashore, each naval unit is generally a self-sustaining unit. The messing of the crew, all the housekeeping chores, and the watch standing must be performed by those assigned to the unit. Throughout his naval career, regardless of his rate or rating, each man is in some way concerned with these service duties to which the recruit is introduced in his Ship's Work Training. In any unit, men in the lower rates will usually perform the "chores" and those in the higher rates will supervise them; all must stand watches; and all must live together in the same ship.

The fifth week of recruit training is devoted to instruction and practical experience in Ship's Work Training. For 9-weeks of his training period the recruit is waited upon in the mess halls by other recruits and for one week he takes his turn in performing these important tasks for his shipmates in recruit training.

Although the fifth week is specifically designated for training in these service duties, much of his training continues throughout the 9-week training period. Every messenger or sentry watch and every cleaning detail is a part of the recruit's training in the problems of community living.

In the Recruit Training Command it is believed that the things a recruit must learn in Ship's Work Training can best be taught by actually doing them, for experience is the greatest teacher of all.





BARRACKS LIFE



LIFE IN THE

Probably the most important thing that a recruit must learn during his recruit training is how to live with others in a military organization. Life and living conditions in the Navy differ so greatly from anything the young man has known in civilian life that teaching him to live in close quarters as a member of a military group becomes one of the major missions of recruit training.

At the Training Center his barracks is the recruit's "home". It is in his barracks that he spends an appreciable portion of his time in training. Here he establishes himself—in a sense, drops his anchor—for the eleven weeks in which he will be experiencing the transition from civilian to military life.

The barracks is not only a place for the recruit to



BARRACKS

sleep; it is his most important classroom. Here he "learns by doing". He learns to live with others and to take care of himself and his belongings. The scrubbing of his clothing, the cleaning of his barracks, and the constant inspections all serve but one purpose; to prepare him for a successful life during the remainder of his tour in the Navy.

And it is not all work, for the recruit must also learn the need of a Navy man for the companionship of his fellows, for mail from home, and for amusement and relaxation. He should also develop the habits of writing letters and budgeting his spare time. These things he learns in his barracks life at the Training Center.





RELIGIOUS LIFE



"The greatest decisions of human history have been wrought by companies of believing men, because men who devoutly believe in something will always triumph over those who do not believe greatly in anything."

*The Honorable Robert B. Anderson
Assistant Secretary of the Navy*



RELIGIOUS LIFE





When the recruit enters the military service he is given the opportunity of practicing his particular religion. Immediate contact is made with a chaplain of his faith who acquaints him with the chaplains role in conducting Divine Services, administration of the Sacraments and in the development of a religious program.

Lectures on Character Guidance and companion films are presented by the chaplain wherein the Recruit is encouraged to develop his moral responsibility, his self control and his spiritual life.

The Recruit is assured that the Chaplain is available for personal interviews under ordinary and extraordinary circumstances and stands ready to assist him at all times, either personally or through the agencies of the Navy Relief Society and the American Red Cross with whom the Chaplain keeps in close contact.

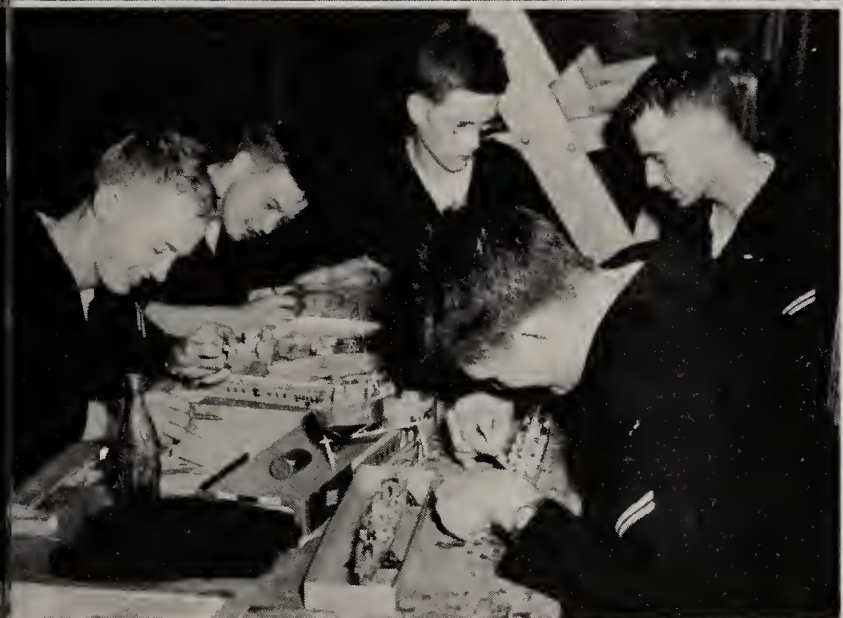
Contact with home and the loved ones is encouraged to assist the Recruit's morale, instill in him a sense of duty to his parents and a continued association with his local church.





RECREATION







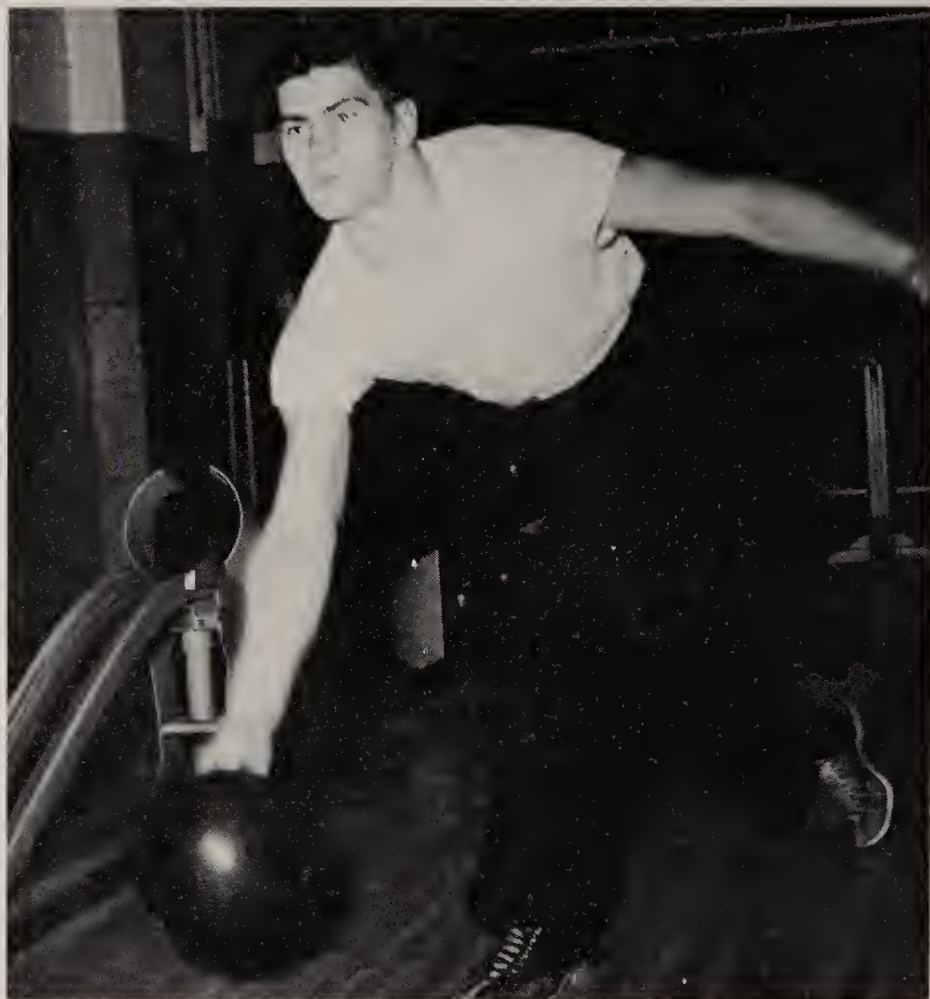
Although recruit training is highly routine and consistent in its treatment of all aspiring sailors, the Navy does recognize the necessity of providing various forms of recreation to satisfy the many and divergent interests and energies of recruits.

Recruit Training Command has bowling alleys, TV lounges, swimming pools, gymnasiums, libraries, and recreation centers to create and develop the recreational interests of all its trainees in their off-duty hours. A hobby shop staffed with skilled instructors in photography, modelcraft, leathercraft, and carpen-

RECREATION

try is at the disposal of all the recruit population. Professional variety shows feature the personal appearances of top performers of the screen, stage, radio and TV. In addition, the latest and finest in movie entertainment is available.

The Navy Exchange operates special stores and cafeterias for recruits to provide them with the extra items and luxuries they may desire. The small profits derived from these sales are then utilized in providing the various recreational facilities and programs outlined above.





GRADUATION





Perhaps one of the most remembered features of a recruits training is his Graduation Review. This is a performance put on solely by recruits for the benefit of their relatives and other visiting guests of the training center.

Every Saturday morning during the summer Ross Field is paraded by the graduating companies. They are not aided in any way by their company commanders or officers who have worked with these men during their training. This is their chance to display their newly learned abilities in military drill, military bearing, and to perform in the Navy's traditional military pomp



and ceremony.

Added to the recruit graduating companies are the special units. These units are commanded by recruits, and all of their members are men in training. The Drum and Bugle, the Drill Team and the Band are the recruits special units.

These units and the companies performing on their graduation day leaves in the mind of the visiting public a picture of proud men of the fleet performing a very impressive ceremony of military review. To the recruit it is a day he will remember all the rest of his life.



AMERICAN SPIRIT HONOR MEDAL

THE AMERICAN Spirit Honor Medal is a medallion offered and provided by the Citizens Committee for the Army, Navy and Air Force, Inc., of New York, N. Y. The American Spirit Honor Medal has been accepted by the Department of Defense for use as an award to enlisted personnel who, while undergoing basic training, display outstanding qualities of leadership best expressing the American Spirit—Honor, Initiative, Loyalty, and High Example to Comrades in Arms. This medallion has also been accepted by the Department of Defense for the promotion of closer ties between the Armed Services and the Civil Communities of the continental United States in which the Armed Services establishments are located.



COMPANY 535

14TH REGIMENT
143RD BATTALION

Commenced Training: 28 September 1955
Completed Training: 31 December 1955



LCDR K. W. MONTZ
Brigade Commander



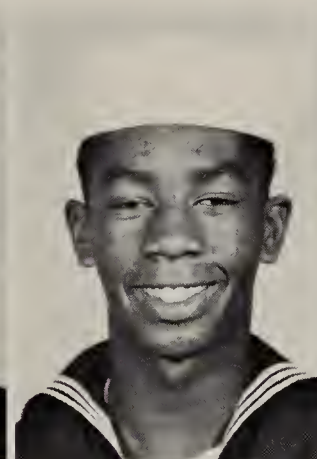
LTJG H. F. NELSON
Regimental Commander



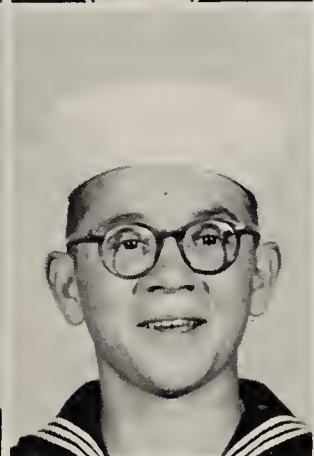
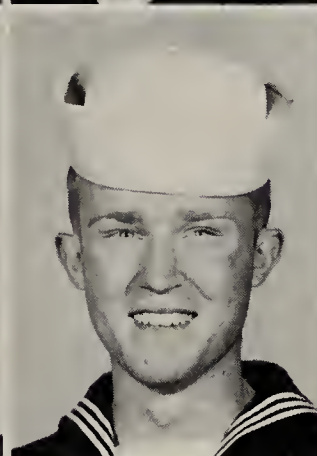
LTJG H. P. TANNER
Battalion Commander



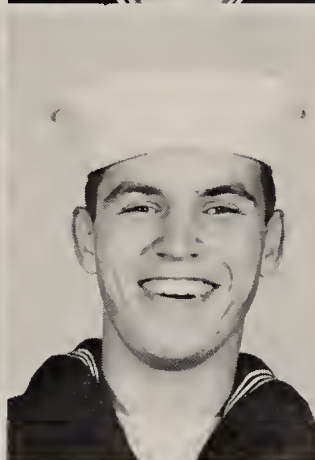
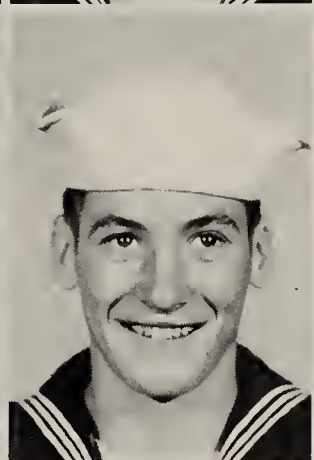
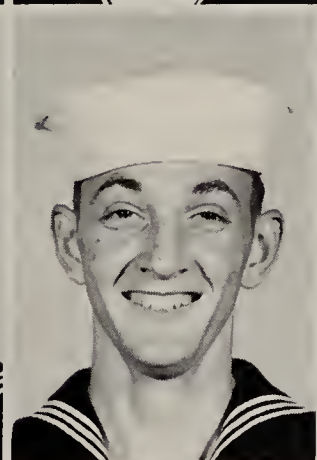
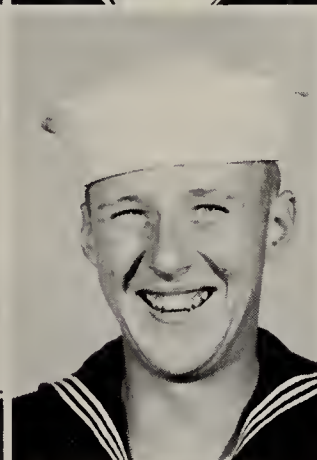
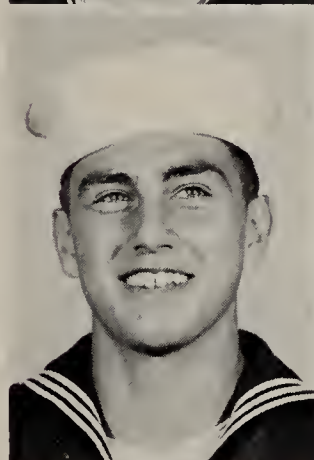
W. K. EVANS, CSC
Company Commander



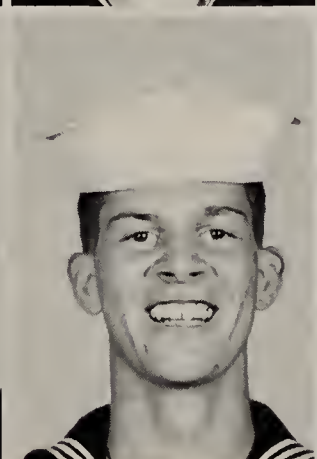
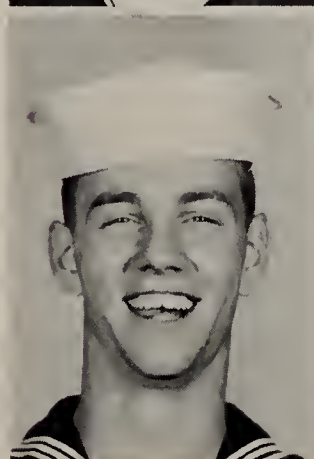
Robert W. Haskins
ACPO
Ronald R. Smith
Honorman
James B. Carson
MAA
Richard C. Anderson
Ronald R. Baker



Kennett E. Bayless
Norman H. Borton
W. A. Brininstool
Gerald J. Brown
David J. Brown

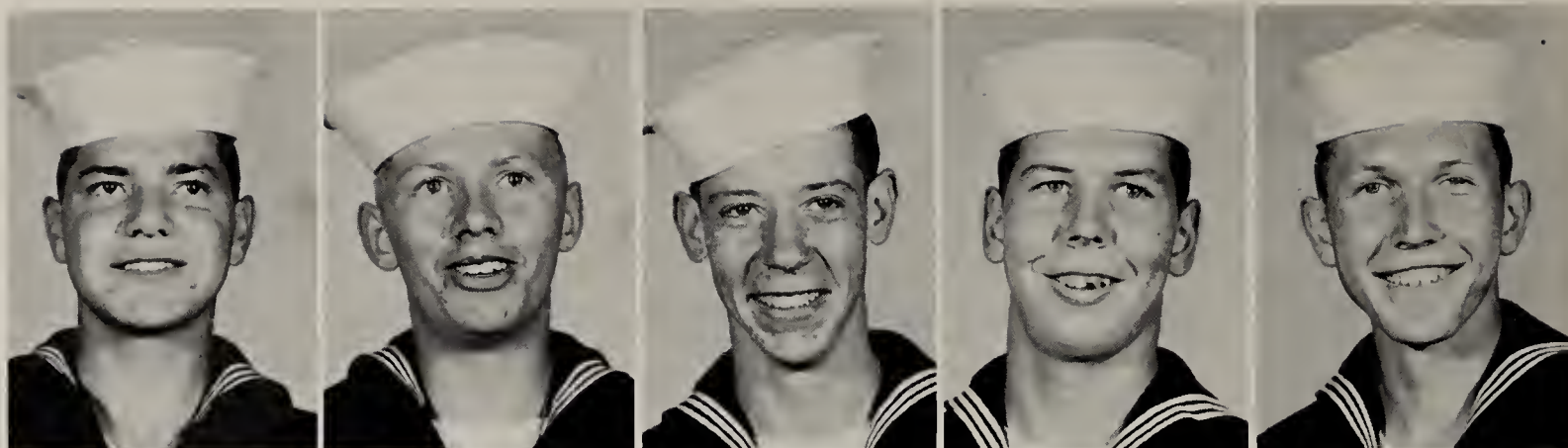


Virgil M. Case
Lynn R. Cole
William N. Collins
Patrick A. Comrie
Ernest H. Cox

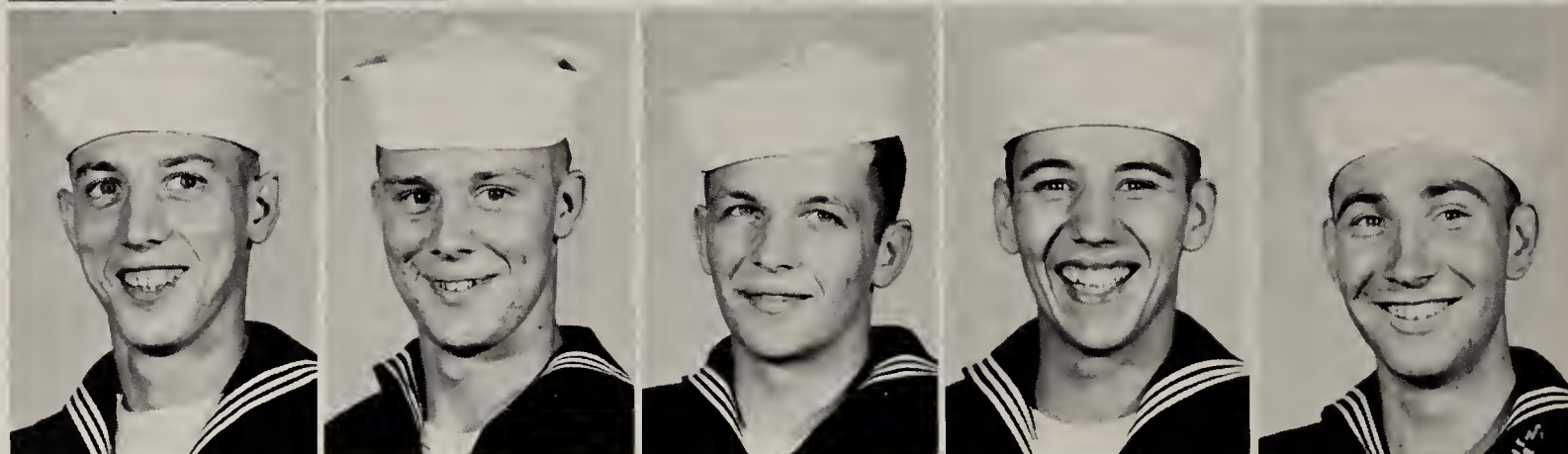


Robert H. Dufford
Harold L. Edging
Norman C. Edgar
Wendell E. Ely
Donald C. Fry

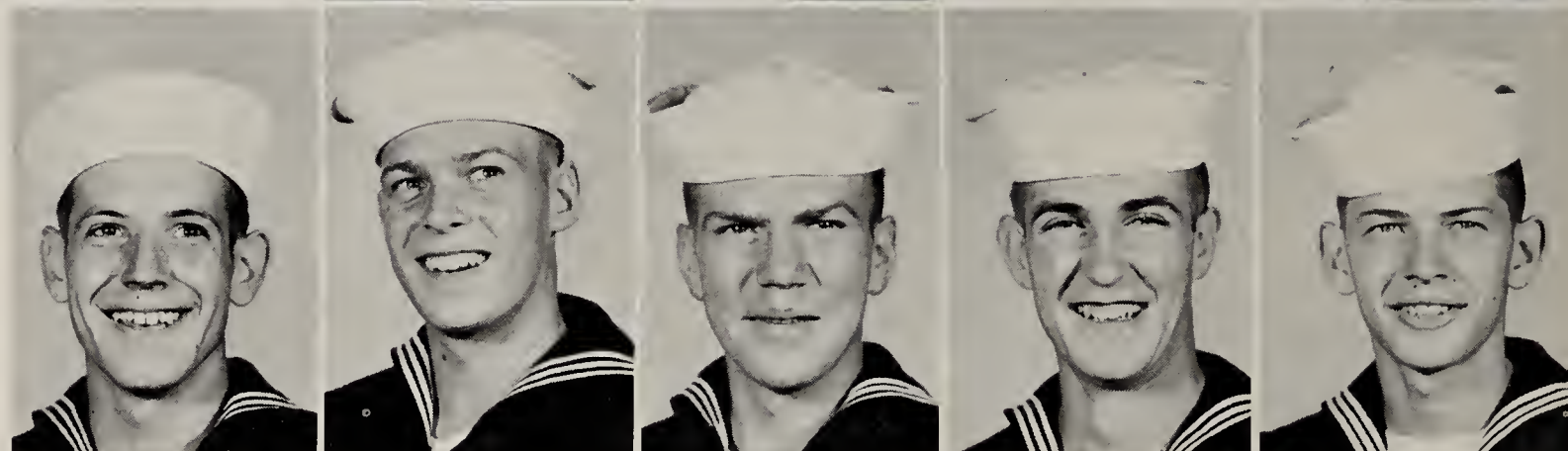
Elson L. George
 Dean E. Gilbert
 Hillary G. Goodman
 John M. Gretak Jr.
 Glenn E. Hamberg



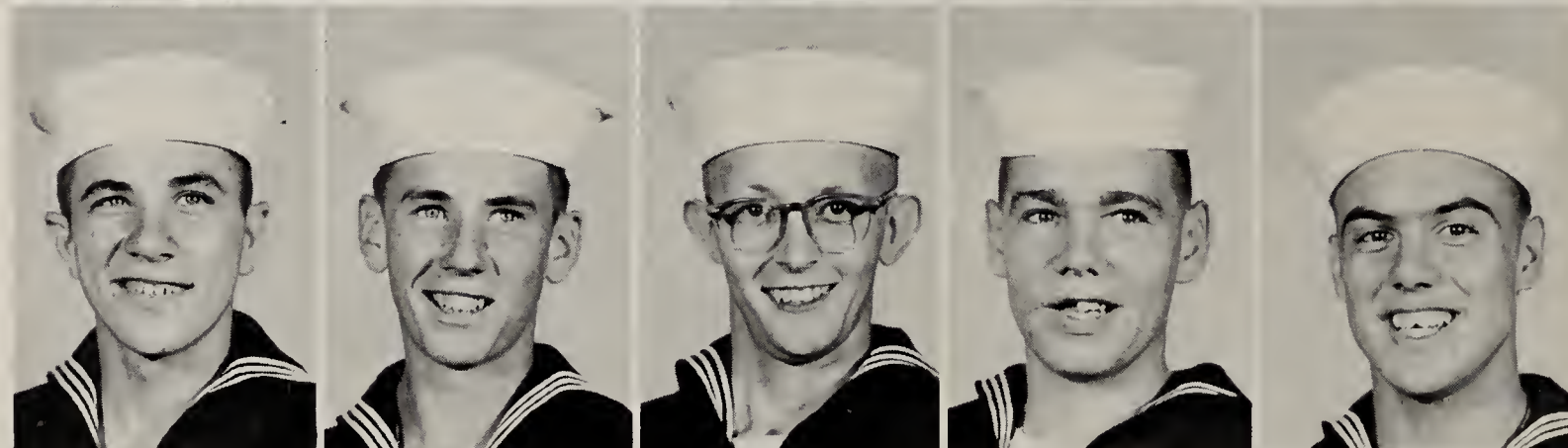
Frederick W. Hamann
 Kenneth E. Hamann
 Robert W. Hanna
 Dodson D. Heflin
 David W. Hess



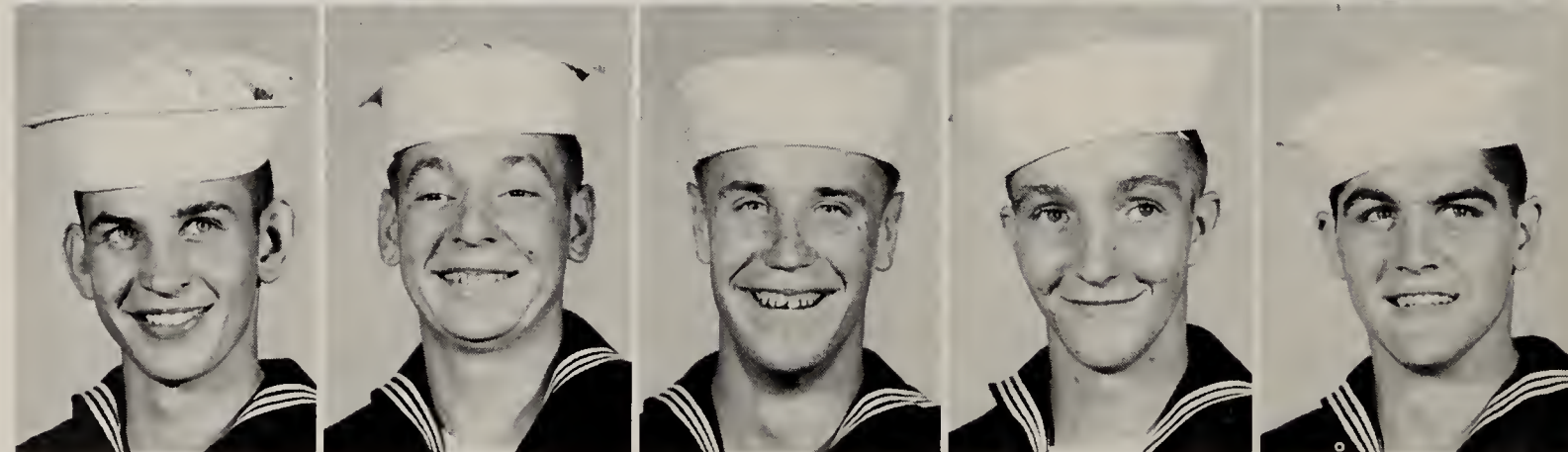
Lowell W. Hobbs
 Ralph R. Houseman
 Wendell C. Hull
 Richard H. Jackson
 Loren L. Johnston



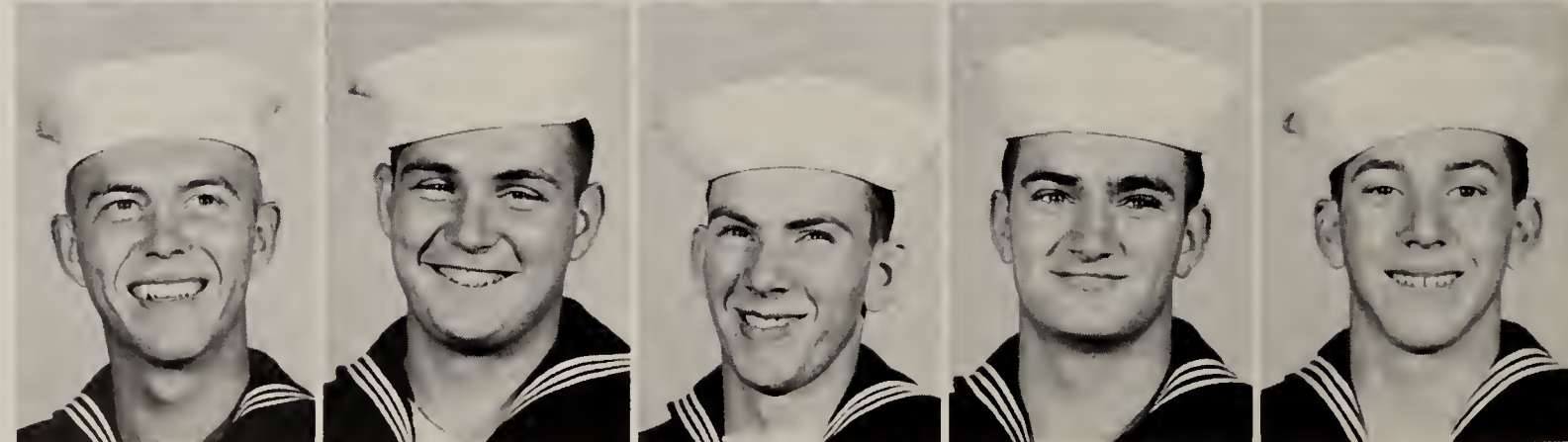
Richard L. Klaski
 Walter A. Madden
 Frederic B. Maier
 Joseph F. Mueller
 Robert D. Nix



Dale A. Nyhus
 Charles H. Parsons
 Donald L. Patterson
 Williard F. Pool
 J. S. Roseberry Jr.

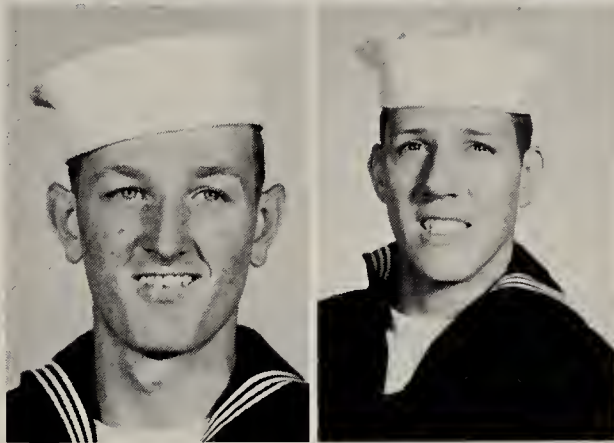


Gilbert F. Shue
 Howard D. Smith
 Kenneth R. Snyder
 Richard L. Stanley
 Thomas Z. Tweedy





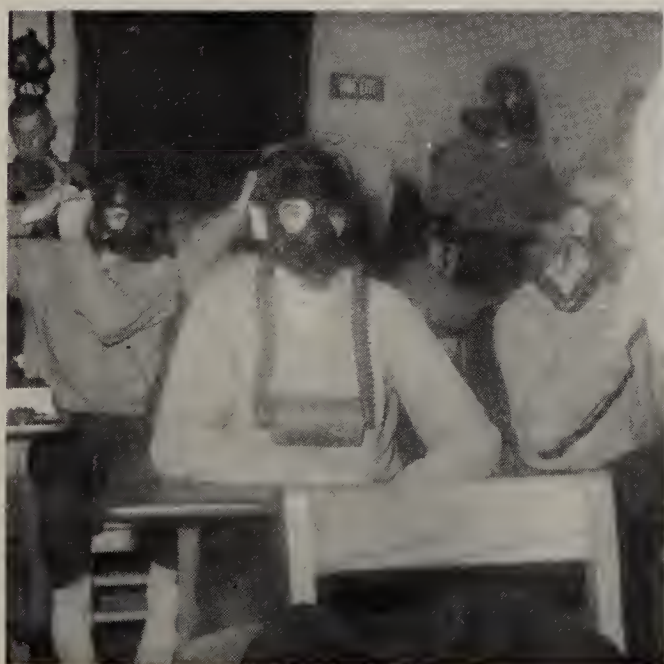
Floyd H. Vanscoyk Jr.
Jimmie R. Vroman
Ronald W. Wadlington
Robert D. Waterman
Ronnie W. Wells

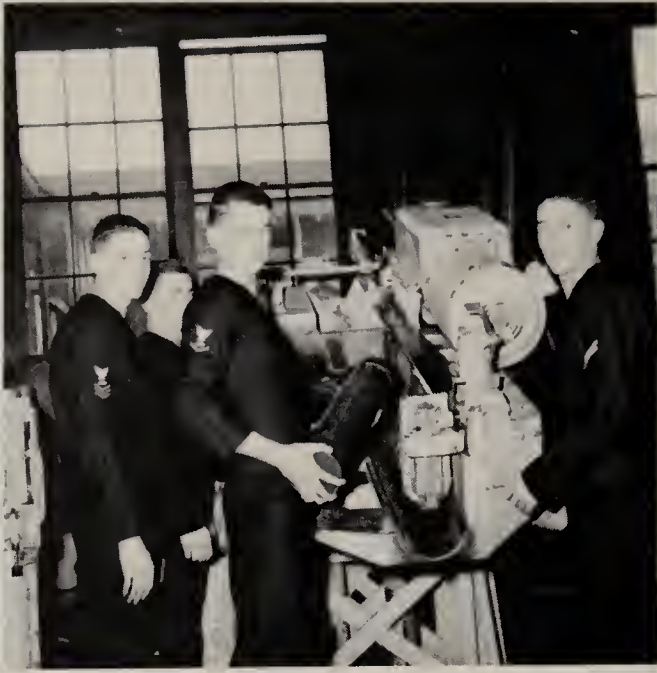


Leo W. White
Gorman A. Brown













A Message from the Secretary of the Navy



DEPARTMENT OF THE NAVY
OFFICE OF THE SECRETARY
WASHINGTON 25, D. C.

TO THE PARENTS OF THE GRADUATES OF RECRUIT TRAINING

Successful completion of recruit training is the first major accomplishment in every Navy man's career. His ability to adapt himself to Navy life and to meet the Navy's high standards of performance is a credit not only to himself but also to his family and those others in his home community who have helped him to become a fine young American.

Our Navy cannot achieve its mission as a member of the nation's defense team without the services of many thousands of young Americans who are willing to work hard and long to ensure that this country will be able to defend her precious freedom if the test comes.

Whether your son decides to make the Navy his career, or prefers to return to civilian life upon completion of his present enlistment, he will need the encouragement and understanding of you at home in order to do his Navy job successfully.

For our part, those of us in positions of leadership in the Navy pledge our constant loyalty to him and concern for his best interests.

Working together, we can keep our Navy the world's best and a great protector of freedom throughout the world.

Charles S. Thomas
CHARLES S. THOMAS
Secretary of the Navy

The Navy as a Career



Fire Control Technician (FT)
Hospital Corpsman (HM)
Guided Missileman (GS)
Dental Technician (DT)
Torpedoman's Mate (TM)
Machine Accountant (MA)
Instrumentman (IM)
Parachute Rigger (PR)
Gunner's Mate (GM)
Metalsmith (ME)
Lithographer (LI)
Steward (SD)
Mineman (MN)
Molder (ML)
Yeoman (YN)
Builder (BU)
Journalist (JO)
Printer (PI)
Radarman (RD)
Radioman (RM)
Musician (MU)
Opticalman (OM)
Quartermaster (QM)
Electrician's Mate (EM)
Machinist's Mate (MM)
Boatswain's Mate (BM)
Photographer's Mate (PH)
Machinery Repairman (MR)
Damage Controlman (DC)
Aviation Electronics Technician (AT)
Aviation Structural Mechanic (AM)

Aviation Electrician's Mate (AE)
Aviation Fire Control Technician (AQ)
Aviation Boatswain's Mate (AB)
Aviation Electronicsman (AL)
Aviation Ordnanceman (AO)
Aerographer's Mate (AG)
Disbursing Clerk (DK)
Air Controlman (AC)
Personnel Man (PN)
Patternmaker (PM)
Steelworker (SW)
Tradesman (TD)
Pipe Fitter (FP)
Mechanic (CM)
Boilerman (BT)
Driver (CD)
Teleman (TE)
Draftsman (DM)
Engineman (EN)
Sonarman (SO)
Surveyor (SV)
Storekeeper (SK)
Utilities Man (UT)
Commissaryman (CS)
Ship's Serviceman (SH)
Electronics Technician (ET)
Aviation Storekeeper (AK)
Aviation Machinist's Mate (AD)
Aviation Guided Missileman (GF)
Interior Communications Electrician (IC)
Construction Electrician's Mate (CE)
Communications Technician (CT)

The Path of Advancement

MOST enlisted personnel enter the naval service as Seaman Recruits. After their initial training, the varied aspects of which are pictured in this book, they are qualified to take advantage of many tangible career opportunities presented by the Navy Rating System.

The term "rating" applies to groups of Navy occupational duties which require essentially the same aptitudes, training, experience, skills, and physical and mental abilities. Within the rating there are "rates" which indicate a man's pay grade and his level of experience, knowledge, and responsibility. The general principles of the rating system evolved during the Navy's 150-odd years of existence; the details of its structure were worked out by officers, enlisted men, and civilians experienced in personnel management. In itself it contributes much to morale by providing a real incentive for the enlisted men through its recognition of distinct

occupations and in its program for steady advancement.

All Seaman Recruits (SR) who are graduated from recruit training are automatically advanced to Seaman Apprentice (SA). Aboard a ship or station, the apprentice receives additional training in general seamanship and related work and, after six months, become eligible for promotion to Seaman (SN). By this time he has become interested in the duties performed by personnel in a specialty rating and from then on he is promoted in a particular rating such as are seen on these pages. Having received promotions through third, second, and first class petty officer, a man becomes eligible for advancement to chief petty officer, the highest enlisted rate of his occupational line of work. From there, career steps in all ratings lead to one of twelve warrant officer billets or to a commission as an officer in a limited duty category.

The master seamen of the Navy are the Boatswain's Mates (BM) — persons skilled in all phases of seamanship such as the operation of small boats, cargo handling, and use of navigational aids besides the handling of personnel in the deck forces.



The safety of a ship at sea depends to a great extent on skillful navigation. Messages and orders must be transmitted quickly and accurately by visual means from the ship to other ships and to the shore. Careful watch must be maintained for enemy ships and aircraft. The Quartermaster performs or assists in the performance of these duties.

The training of Navy personnel requires highly specialized apparatus. Various types of training aids and training devices are used to simulate actual operating conditions under which Navy personnel work. The success of this phase of the Navy's program depends upon how well the Trademan (TD) maintains training devices and how effectively naval instructors are taught to use them.

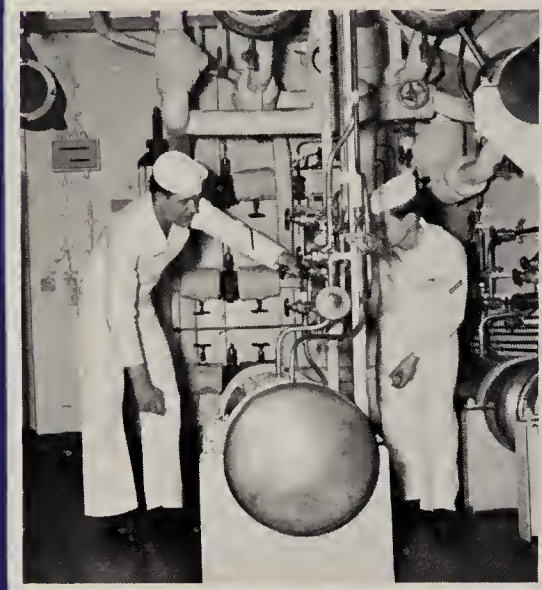


Fire Control Technicians (FT) operate extremely complicated equipment which is used to compute and resolve the many factors such as the force of the wind, course and speed of a target, roll and pitch of a ship, in order to insure accuracy in the firing of a ship's guns.

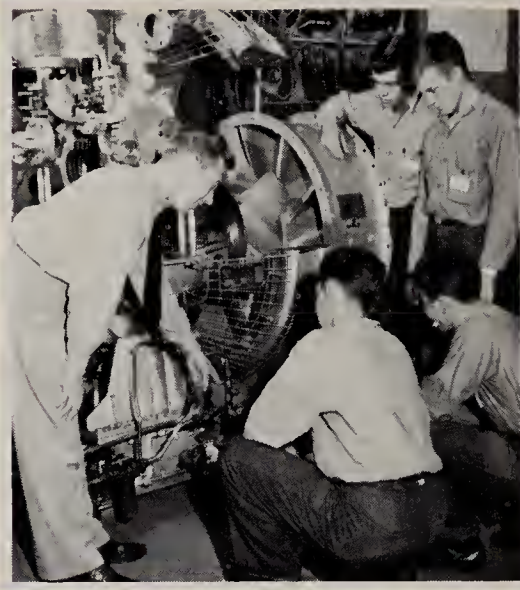
The Navy uses large numbers of meters and gauges, watches, clocks, typewriters, adding machines, etc. To maintain these many and varied machines in good working order, Instrumentmen (IM) of great skill are required.



The many engines, compressors, gears, refrigerating, airconditioning, gas generating equipment, and other types of machinery aboard a modern Naval vessel require much care and attention. Here lies the responsibility of the Machinist's Mate (MM) — in the operation, maintenance, and repair of this machinery.



The responsibility of the Commissarymen (CS) is to provide a sanitary and efficient operation of the kitchens from which food is served ashore or afloat. Wholesome, hearty meals are necessary and can often do more to raise the morale of personnel than any other one thing.



The propelling agent of our large naval ships is steam. Efficient operation, maintenance, and repair of marine boilers are essential for effective operation of Navy Ships. The efficient production of steam is the job of Boilermen (BT). At Boilerman's School, cutaway models of complicated mechanisms make learning relatively simple.

Promotion and pay are subjects close to the heart of every Navy man and the objectives of this system for advancement can be stated very simply: to provide qualified personnel in each rate in accordance with the needs of the service; to give the individual incentive to improve his performance; and, to build morale.

Basic to the system of advancement are the needs of the service. A properly balanced crew consisting of the multitude of ratings necessary to man a fighting ship can only be effective if each man holding a rate can do the job expected.

Next in importance is the spark of incentive which is needed in training, discipline, and career planning. Promotions are controlled so that they offer a reward to the man who successfully prepares himself for the next higher rate, and who is willing and able to accept responsibility.

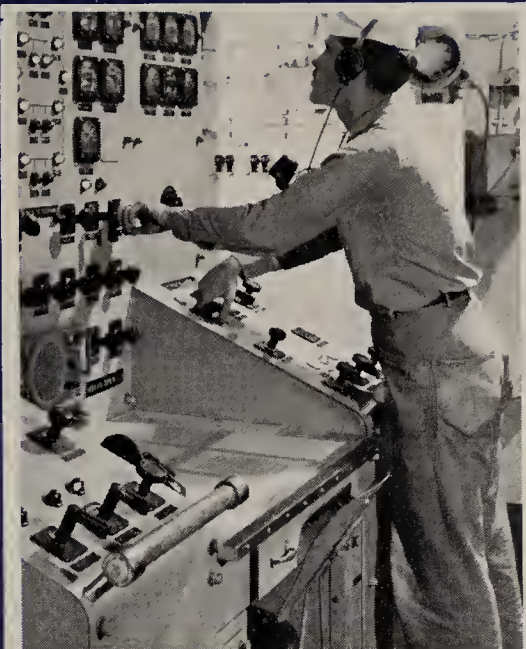
The third major objective is the building of morale. Every conscientious man must be made to feel that eventual advancement is open to him at a speed commensurate with his ability and demonstrated performance.

Eligibility standards provide control of the quality of personnel advanced and it is these standards which present an equal opportunity for each man to best take advantage of his position—besides the vocational training in the schools and on-the-job, there are numerous training manuals published by the Navy for all the ratings and all personnel are urged to study these manuals in order to prepare themselves for early advancement.

Furthermore, there are opportunities in the Navy to complete a perhaps interrupted civilian education, begin or further college training, or obtain a working knowledge of other vocations. Any of these aims can be realized through the hundreds of courses available to every Navy man through the United States Armed Forces Institute, college correspondence courses, General Educational Development tests, and classroom work.

These pages give only a glimpse of the variety and types of career vocations which the Navy offers to those who are willing to recognize and take advantage of the opportunities.

Electrician's Mates (EM) are skilled in the operation, maintenance and repair of a ship's electrical equipment. Other similar naval ratings would be the Interior Communications Electrician (IC), Construction Electrician's Mate or Aviation Electrician's Mates (CE) (AE).



Advanced base operations require the construction of many buildings, docks, trestles, bridges, and other similar projects. Builders (BU) play an important part in the erection, maintenance, and repair of such structures.

Modern Navy aircraft have increased the range of naval weapons from a few miles to hundreds of miles. They carry guns, bombs, torpedoes, and rockets to attack the enemy on the sea, under the sea, in the air, and on the land. The specialists responsible for the perfect working order of all armament on Navy planes are the Aviation Ordnancemen (AO).



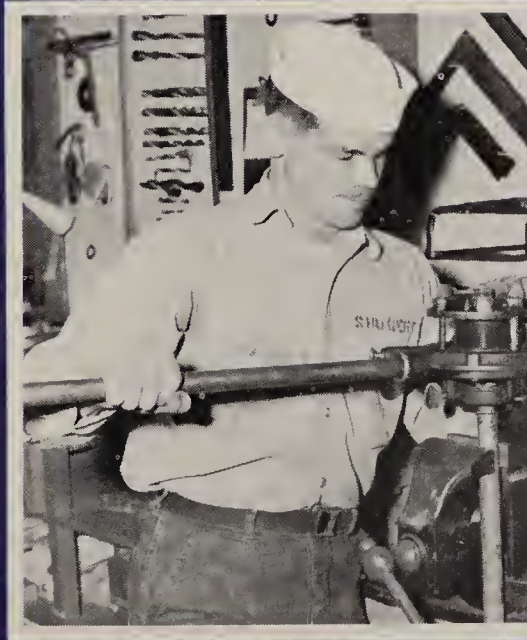
Naval activities in peace and war are carefully recorded visually by means of motion pictures and still photographs taken by skilled Photographer's Mates (PH).

Much of the credit for the good health of Navy personnel is due to the work of the Hospital Corpsmen (HM). They are the Navy's pharmacists, medical technicians, and first aid men.



Modern naval aircraft, operating from carriers, battleships, cruisers, or land bases, depend upon their radio receivers and transmitters, loran (a system of navigation based upon two radio signals), radar, and many other electronic devices for safe and efficient navigation. Aviation Electronics Technicians (AT) are responsible for the installation, operation, and maintenance of such equipment.

The Journalist (JO) plays an important part in maintaining high Navy morale through the dissemination of news and in keeping the public informed as to the developments, accomplishments, and policies of the Navy. This is done through ship and station newspapers, bulletins, pamphlets, news releases, and radio scripts.

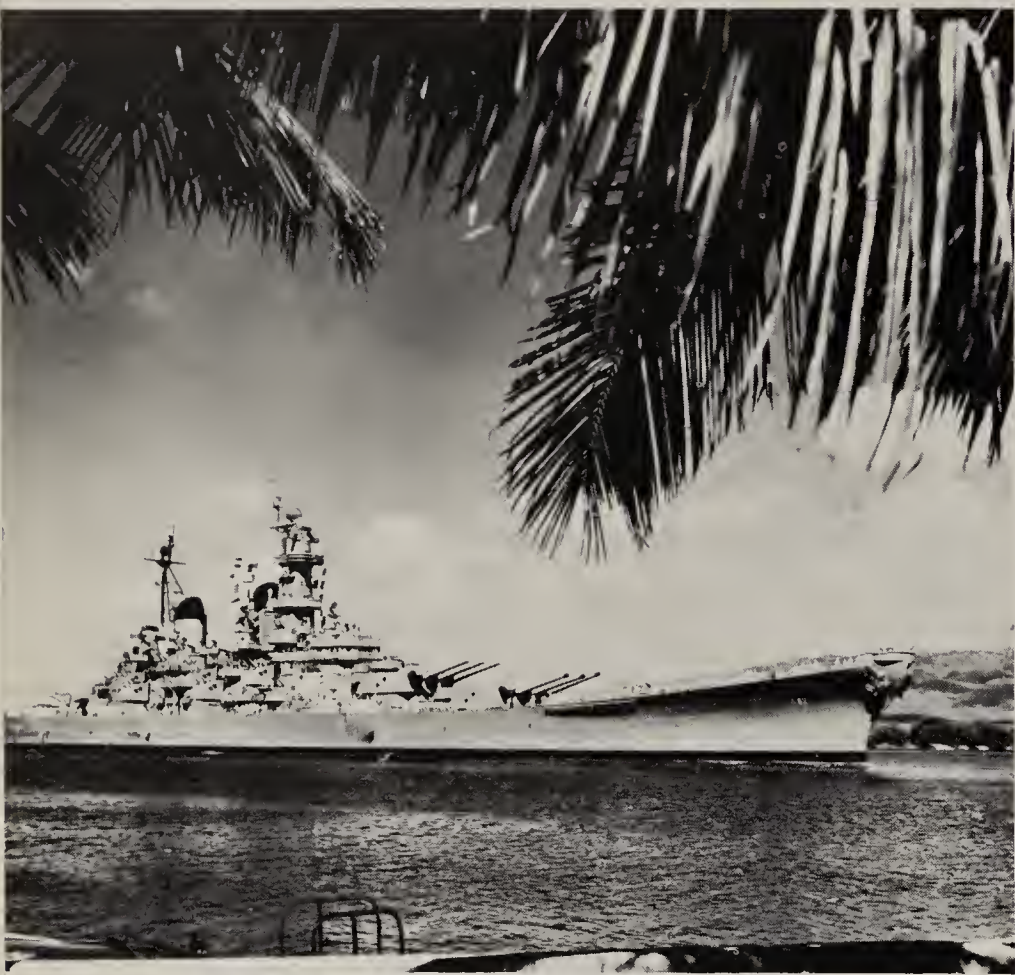


Naval vessels contain an involved piping system. Fluids which are piped from one point to another on a ship include steam, compressed air, carbon dioxide, gasoline, fuel oil, and water. The constant care required by the piping system is provided by the Pipe Fitters (FP).

Where do we go from here?

LIFE at sea, assignment to ships and squadrons, "Where do we go from here?" are natural thoughts and questions in the minds of ex-recruits. Their lives will be enriched by exposure to other cultures and peoples, for the sun never sets on the ships of the U. S. Navy. From the Arctic to the Antarctic, from Marseille to Sydney, in all oceans and seas, in all types of ships both large and small, the missions of the Navy are being performed.

On these pages we have shown a few typical pictures of the ships of our Navy performing their assigned duties. Some of the ships are assigned to oversea fleets on a rotation basis—those assigned to the Sixth Fleet cover the Mediterranean Sea, others of the Seventh steam through the Western Pacific, while still other ships on independent duty such as ice breakers, hydrographic survey ships and net tenders cruise to isolated ports which seldom see a ship. All types of combatant vessels may be included on good-will tours to such diverse and interesting countries as Australia, Brazil, Pakistan and Denmark. It would be very difficult, indeed, for a sailor not to see the world.



USS Missouri at Pearl Harbor



USS Burton Island
in Bering Sea



USS Swan near Golden
Gate Bridge



USS Solace anchored at
New Hebrides Islands

USS Whitely in Mid-Atlantic



USS Coral Sea at anchor, Naples, Italy



Typical Career Men of the U. S. Navy



LIEUTENANT COMMANDER HOMER M. PERCIFIELD, U. S. Navy, was enlisted in the regular Navy at Indianapolis, Indiana, in 1932. After undergoing recruit training at the Naval Training Center, Great Lakes, Illinois, his first duty assignment was the battleship USS MARYLAND (BB-42). During his six and one-half years on the MARYLAND, he was assigned all deck seamanship billets from seaman deck hand to division leading petty officer and was advanced through all rates from seaman to boatswain's mate first class.

In 1939, Mr. Percifield was transferred to the USS MARBLEHEAD (CL-12) and in 1942 was appointed chief boatswain's mate. On 15 August 1943, he was commissioned an Ensign in the regular Navy. At the present, Mr. Percifield is the Training Officer in the Service School Command at Bainbridge.

After a course of instruction at the Naval Ordnance and Gunnery School in Washington, D. C., in 1945, Mr. Percifield saw duty at the Naval Shipyard in Long Beach and was transferred to the destroyer USS LOWRY (DD-770) in 1947 for duty as First Lieutenant and Training Officer. Later in 1947 he was on duty at the Navy Recruiting Station in Pittsburgh, Pennsylvania, as Assistant Officer-in-Charge and Public Relations Officer. While in Pittsburgh, he received his promotion to the grade of Lieutenant.



JOHNN J. CARROLL, Chief Quartermaster, U. S. Navy, completed recruit training at the Naval Training Center, Great Lakes, Illinois, in July 1943. During World War II he served aboard the USS LCI (L) 361 in the Asiatic Pacific area during the invasions of Hollandia, Montai, and the Philippine Islands. After the war, Chief Carroll was on board the USS SAGAMORE (ATO-20) and the USS MARQUETTE (AKA-95) for duty.

During the Korean conflict, having previously seen duty on a destroyer and a light cruiser, he was transferred to the USS BEXAR (APA-237) for its operations during the invasion of Inchon and Wonsan. It was as a result of this last duty for which he received a letter of commendation.

Prior to reporting to the Recruit Training Command at Bainbridge, Chief Carroll served on board the USS ASHLAND (LSD-1) in supply operations at Thule, Greenland. Since arriving at Bainbridge in September, 1952, his duties have included those of Company Commander, Academic Instructor and Battalion Adjutant.

Chief Carroll wears the Good Conduct Medal, Letter of Commendation, American Theatre, Asiatic-Pacific, Philippine Liberation, World War II Victory, National Service Defense, European Occupation, United Nations and Korean Service ribbons.



BURNETT WALTER CARTER, Fire Control Technician First Class, U. S. Navy, was graduated from high school in 1949 and enlisted in the regular Navy. He underwent recruit training at San Diego, California, and was subsequently ordered to Washington, D. C., for a tour of duty under instruction in the Fire Control Technician Class "A" School. Upon completion of his training he received orders to the destroyer USS MANSFIELD which was operating in the bombardments off the coasts of Korea. A short time later the MANSFIELD participated in the invasion of Inchon after which it was struck by a mine and returned to the United States.

In three succeeding tours with the MANSFIELD in the Far East, Carter became entitled to wear the Navy Unit Commendation and Good Conduct Medal, the Navy Occupation, China Service, American Defense, Korean Service, United Nations, and the Korean Presidential Unit Citation ribbons.

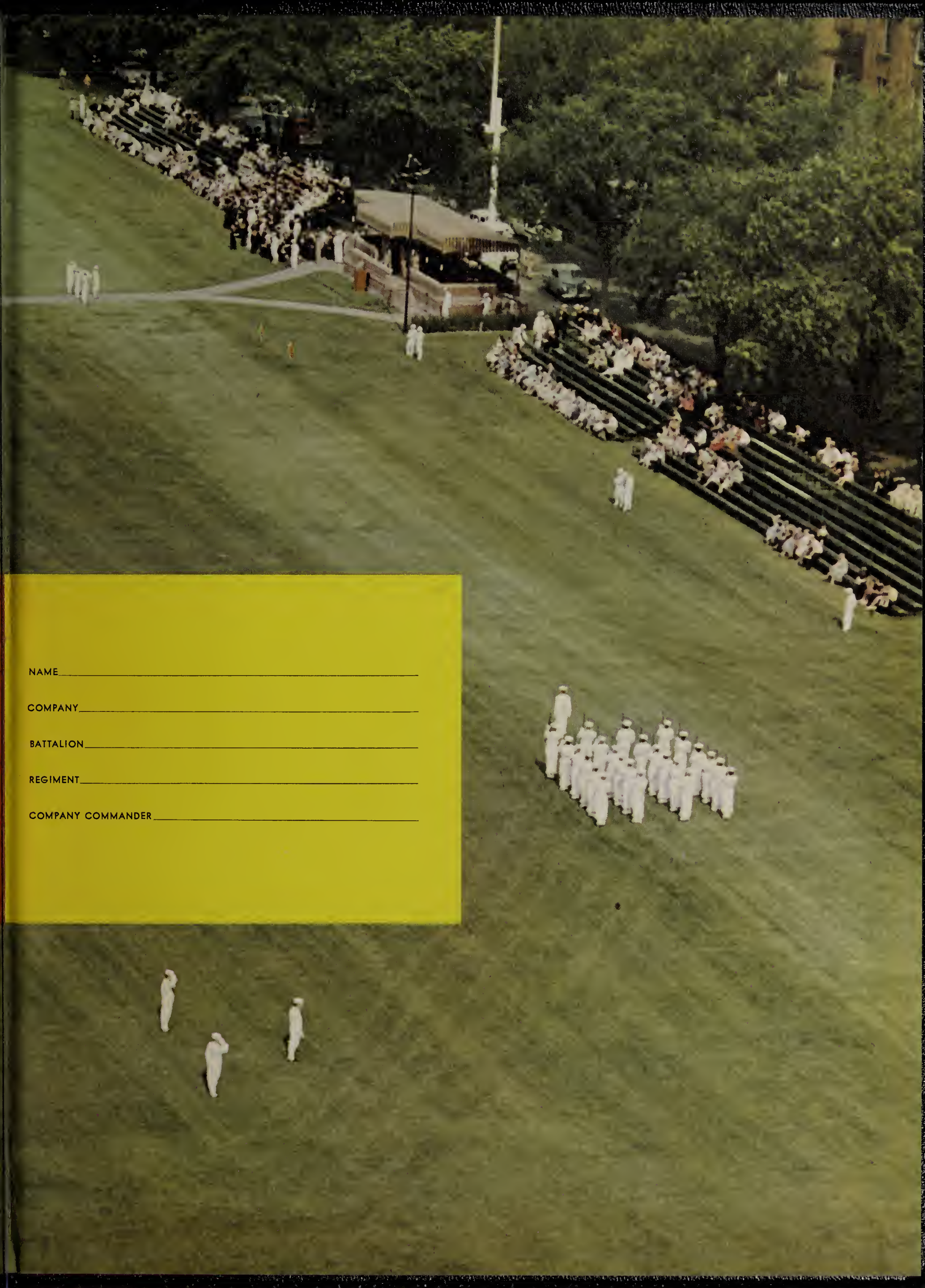
For three months of the four year duty on the MANSFIELD, Carter was trained at the advance Fire Control Technician School in Washington, D. C. During the past year he was transferred to the Naval Training Center at Bainbridge where he is currently serving as an instructor in the Fire Control Technicians Class "A" School.



"Sea power is an investment that a nation consciously makes in its future prospects in the world community. Being an investment, it costs something—usually a great deal—in terms of money, resources, time and terms of power and independence to the nation, and prosperity and happiness to its people. . . . We can either preserve our investment in sea power, and with it our national strength and independence, or we can neglect it, and in so doing, undermine one of the foundations of our leadership in the world."

*The Honorable Robert B. Anderson
Asst. Secretary of Defense*





NAME_____

COMPANY_____

BATTALION_____

REGIMENT_____

COMPANY COMMANDER_____

